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ABSTRACT

This catalog shares detailed information about selected grant initiatives, describes some exemplary grantees for each program, and highlights resources available from the U.S. Department of Education to help schools, colleges, and communities address pressing education issues. It covers grant information on class-size reduction, 21st Century Community Learning Centers, the Reading Excellence Act, the Technology Literacy Challenge Fund, safe and drug-free schools, the Comprehensive School Reform Demonstration Project, public charter schools program, the Advanced Placement Incentive Program, the College Assistance Migrant Program and High School Equivalency Program, Teacher Quality Enhancement grants, Preparing Tomorrow's Teachers to Use Technology Program, the Bilingual Professional Development Program, the GEAR UP for College Program, the Learning Anytime Anywhere Partnerships, and New American High Schools. Some new initiatives and funding opportunities that are described include the Smaller Learning Communities Initiative, the Elementary School Counseling Demonstration Program, Safe and Drug-Free Schools--Alternative Education Programs for Suspended and Expelled Youth, and American Indian teacher corps professional-development grants. The grant descriptions include the number of awards given, the amount of money awarded, funding plans for the current year, and listings of Web sites for further information. (RJM)

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ED 438 596

Promising Initiatives To Improve Education In Your Community

A Guide to Selected U.S. Department of Education Grant Programs and Funding Opportunities

2000

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THE SECRETARY OF EDUCATION
WASHINGTON, D.C. 20202

February 2000

Dear Friend of Education:

As we enter this new millennium, we have more ways than ever to make fundamental improvements in our children's education. The U.S. Department of Education has significant tools available to help your community meet the challenges of the 21st century.

I am pleased to share with you this guide, which discusses some of our year 2000 new and continuing grants and funding opportunities. I hope you will take the time to explore our many ongoing programs and our newly available funding opportunities.

This catalog shares detailed information about selected grant initiatives, describes some exemplary grantees for each program, and highlights resources available from the U.S. Department of Education to help schools, colleges, and communities address pressing education issues.

We must continue to help children read well and independently by the end of the third grade; make schools more disciplined and drug free; expand after-school programs; raise academic standards; help middle and high school students prepare for college; make college more affordable; get useful technology into classrooms; reduce class and school size; recruit qualified and well-prepared teachers; and expand learning opportunities for all disadvantaged youth.

Please visit the Department of Education web site for continuing updates on these funding opportunities: http://www.ed.gov/inits/FY2000/index.html. I thank you for your continued commitment to improving America's education system.

Yours sincerely,

Dick Riley

Richard W. Riley

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

Promising Initiatives

To Improve Education

In Your Community

A Guide to Selected
U.S. Department of Education
Grant Programs and
Funding Opportunities

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February 2000

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PROMISING INITIATIVES TO IMPROVE EDUCATION IN YOUR COMMUNITY

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February 2000

CONTINUING INITIATIVES

Class-Size Reduction -- $1.2 billion in FY1999, $1.3 billion in FY2000 (a $100 million increase)
Helps school districts hire 100,000 teachers over 7 years to reduce class sizes in grades 1-3 to a nationwide average of 18. Districts may also spend a percentage of their allocations on professional development activities for new and current teachers. This year $1.3 billion will fund 50 states and territories. State applications will be available in March 2000. More detailed information is available from WestEd at http://www.WestEd.org/policy. For more information, contact Robert Stonehill at (202) 260-8228, e-mail class_size@ed.gov, or visit the Web site, http://www.ed.gov/offices/OESE/ClassSize/.

21st Century Community Learning Centers -- $200 million in FY1999, $453.7 million in FY2000 (a $253.7 million increase)
Funds school-community partnerships to keep community schools open after school and summers as safe havens for enhanced learning. Grant application workshops are currently being planned. In 1999, approximately 7,500 individuals attended 31 application workshops across the country. The program received over 2,000 applications. In April 1999, 174 new grants were awarded and in December 1999 an additional 125 learning center grants were awarded with about $67 million from FY2000 funds. There are now 593 grants funding over 2,000 schools across 49 states, the District of Columbia, the Virgin Islands and Puerto Rico. This year a new competition for about $185 million will fund approximately 500 new grantees serving an additional 2,000 schools. Applications were available December 20, 1999, on the Department's Web site. For more information, contact Robert Stonehill at (202) 260-8228 or Amanda Clyburn at (202) 260-3804 or e-mail 21stCCLC@ed.gov, or visit the Web site at http://www.ed.gov/21stcclc/.

Reading Excellence -- $260 million in FY 1999, $260 million in FY 2000 (no increase)
Helps children learn to read well and independently by the end of the third grade through reading instruction based on scientifically based reading research, professional development, family literacy, and extended learning activities. These are competitive, discretionary grants and must be used in needy districts and schools. In 1999, 17 states received three-year awards. This year a new competition for $241 million will fund approximately 14 new state grantees for three years. Applications are available in late January 2000. For more information, contact Joseph Conaty at (202) 260-8228 or Nancy Rhett at (202) 401-1679, or e-mail Reading_Excellence@ed.gov. Also, visit the Department's Web site at http://www.ed.gov/offices/OESE/REA/.

Technology Literacy Challenge Fund -- $425 million in FY 1999, $425 million in FY 2000 (no increase)
Provides funds to states, which award 95 percent as subgrants to districts to help carry out state and local education technology plans. Districts with the highest poverty and greatest need for technology receive priority. This year $425 million will fund 50 states, Washington, DC, Puerto Rico, and all the territories that in turn will hold competitions to select approximately 3,200 school districts to receive funds. States and districts have substantial discretion over the use of funds to meet the necessary needs identified in their technology plans. Awards range from several thousand to several million dollars in size. Many have focused substantial effort on professional development. States and districts are encouraged to coordinate the use of Technology Literacy Challenge Fund grants with other funding sources. For more information, contact Charles Lovett at (202) 401-0039 or visit the Web site at http://www.ed.gov/technology.

Safe and Drug-Free Schools -- Middle School Coordinators Program -- $35 million in FY1999, $50 million in FY 2000 (a $15 million increase)
Enables middle schools to hire alcohol, drug and violence prevention coordinators. The role of the coordinators is to identify the most promising strategies and programs for preventing alcohol and drug use, to create a safe environment for learning and to work with school officials to implement those strategies and programs. Last year $35 million funded 97 grantees. This year a new competition for $45 million will fund approximately 198 new grantees. Applications will be available February 7, 2000. Information regarding this program can be obtained by calling Pat Rattler at (202) 260-1942 or Deirdra Hilliard at (202) 260-2643 or Deirdra_Hilliard@ed.gov or visit the SDFS Web site at http://www.ed.gov/offices/OESE/SDFS.

Comprehensive School Reform Demonstration Program -- $145 million in FY1999, $220 million in FY2000 (a $75 million increase)
Helps raise student achievement by assisting public schools across the country to implement effective, comprehensive school reforms that are based on reliable research and effective practices, and include an emphasis on basic academics and parental involvement. More than 1,750 schools have already received funding to participate in the program, which provides grants of at least $50,000 that are renewable for up to three years. This year, in addition to continued funding for these schools, a new competition for $75 million will fund approximately 1,200 new schools. Schools should contact their state educational agencies for information about application timelines/deadlines (and application materials). For more information, call (202) 205-4292, e-mail compreform@ed.gov, or visit the Web site at http://www.ed.gov/offices/OESE/compreform.

Public Charter Schools Program -- $100 million in FY1999, $145 million in FY2000 (a $45 million increase)
Provides funds to states, which then award subgrants to partnerships of charter school developers and authorized public chartering agencies. These funds help charter schools meet start-up costs associated with creating their new public schools, such as developing curricula, purchasing equipment, or providing professional development for teachers. A school can receive start-up grant funds for up to three years; up to 18 months for pre-operational planning and up to two years for implementation activities once the school has opened. States can also distribute up to 10 percent of their total grant via "dissemination grants" to successful charter schools with at least three years of experience. Charter schools can use dissemination grants to assist other groups opening new schools or to help existing schools implement practices the charter school has demonstrated to be successful. Currently29 states, as well as Washington, DC and Puerto Rico have state grants, (41 schools in six states received grants directly). This year a new competition for $24 million will fund approximately 3-5 additional grants to states and 30-50 additional grants to schools. Applications will be available February 8, 2000. For more information, contact the grant competition coordinator, Donna Hoblit, at (202) 205-9178 or visit the Web site at http://www.uscharterschools.org.

Advanced Placement Incentive Program -- $4 million in FY1999, $15 million in FY2000 (an $11 million increase)
Enables states to reimburse part or all of the cost of Advanced Placement test fees for eligible low-income individuals. In addition, a state in which no eligible low-income individual is required to pay more than a nominal fee to take tests in core subjects may use grant funds for activities directly related to increasing (a) the enrollment and participation of low-income students in Advanced Placement courses and test; and (b) the availability of Advanced Placement courses in schools serving high-poverty areas. In FY 1999, two rounds of competition were held. Thirty-three states received awards totaling $2.8 million in the first competition. Eleven states were awarded grants totaling $1.8 million for the second competition to carry out activities other than test fee payment as described above. This

year a new competition for $15 million will fund approximately 40 states. Applications will be available in February 2000. For more information call (202) 260-2669 or visit our Web site at http://www.ed.gov/offices/OESE/.

College Assistance Migrant Program (CAMP) and High School Equivalency Program (HEP) -- $13 million combined in FY1999, $22 million combined in FY2000 (a $9 million combined increase)

The College Assistance Migrant Program assists migrant and seasonal farmworkers to complete the first academic year of college and succeed in postsecondary education. The High School Equivalency Program is designed to assist migrant and seasonal farmworkers and their children to obtain a secondary school diploma or a GED certificate and to continue their postsecondary education or to enter career positions. Eligible applicants are institutions of higher education (IHEs) or nonprofit organizations working with IHEs. In FY1999, $9 million funded 23 HEP grantees and $4 million funded 12 CAMP grantees. For FY2000, a new competition for $6 million will fund approximately 16 new HEP grantees, and $3 million will provide funds for about 9 new CAMP grantees. Separate grants applications are required for HEP and CAMP. For more information, please contact Mary Suazo at (202) 260-1396 or by e-mail mary_suazo@ed.gov or visit the Office of Migrant Education (OME) Web site at http://www.ed.gov/offices/OESE/MEP.

Teacher Quality Enhancement Grants -- $75 million in FY1999, $98 million for FY2000 (a $23 million increase)

Funds State, Partnership, and Teacher Recruitment grants that support systemic change in state teacher licensure policies and practices; projects to promote comprehensive and lasting change in teacher preparation programs; and the recruitment and preparation of excellent teachers for America's classrooms. In 1999, 24 State grants, 28 Teacher Recruitment grants, and 25 Partnership grants were funded. This year a new competition for $14.3 million will fund approximately 6-7 State grants and 5-6 Partnership grants. Applications will be available in March 2000. The FY2000 grants competition schedule in State and Partnership programs is likely to be as follows: applications distributed in March; partnership pre-applications and State applications are due in mid-May; full partnership applications will be due in late-July; State awards in late June; Partnership awards on September 15. For more information, contact Ed Crowe at (202) 502-7762 or Lou Venuto at (202) 502-7763, e-mail teacherquality@ed.gov, or visit the Web site at http://www.ed.gov/offices/OPE/heatqp/.

Preparing Tomorrow's Teachers to Use Technology Program (PT3) -- $75 million in FY1999, $75 million in FY2000 (no increase)

A national teacher preparation reform initiative to ensure that all future teachers are technology proficient educators who are well prepared to teach 21st-Century students. The following grants were awarded in fiscal year 1999: 138 Capacity Building grants, averaging $122,000 for one year, that enable consortium partners to develop a comprehensive technology-based teacher preparation program; 64 Implementation grants, averaging $390,000 for three years, supporting colleges, schools, and state agencies that are implementing innovations to prepare technology proficient educators; and 23 Catalyst grants, averaging $640,000 for three years, to support national, regional, or state consortia with the expertise to stimulate large-scale teacher preparation improvements. This year a new competition for $48 million will fund approximately 80 Implementation grantees and 15 Catalyst grantees. Applications will be available January 7, 2000. For a complete list of the 225 grants or for more information on this program and the fiscal year 2000 grant competition, visit the PT3 Web site at: http://www.ed.gov/teachtech/, call (202) 502-7788, or send an e-mail to teacher_technology@ed.gov.

Bilingual Professional Development Program -- $50 million in FY1999, $75 million in FY2000 (a $25 million increase)
Three competitive grant programs to meet the need for fully certified bilingual and English as a second language (ESL) teachers and other educational personnel, and to ensure that well-prepared personnel are available to provide services to limited English proficient students. This year three new competitions for $25 million will fund approximately 125 new grantees. Applications are available in January 2000. For more information, contact Cindy Ryan at (202) 205-8842, or visit the Web site at http://www.ed.gov/offices/OBEMLA/fy2000.html.

GEAR UP for College Program -- $120 million in FY1999, $200 million in FY2000 (an $80 million increase)
A long-range early college preparation and awareness program that gives low-income students and their families pathways to college by partnering middle and high schools with colleges and community organizations or through state-administered programs. In FY1999, over 670 applications were received representing over 4,500 local partnerships and an estimated 1out of 5 colleges. The 1999 State and Partnership grantees are posted at the GEAR UP Web site. This year a new competition for $47 million will fund approximately 6 state grants and 74 partnership grants. Programs will serve over 450,000 low-income students in 43 states and territories. Applications will be available early March, 2000. For more information, contact Ray Ramirez or David Condon at (202) 502-7676, e-mail Gearup@ed.gov, or visit the Web site at http://www.ed.gov/gearup.

Learning Anytime Anywhere Partnerships -- $10 million in FY1999, $15 million in FY2000 (a $5 million increase)
Supports postsecondary partnerships among colleges, businesses, and other organizations to promote technology-mediated distance education that is not limited by time or place. LAAP hopes to improve access to quality lifelong learning, and to promote coordination and resource sharing among distance education providers. In 1999 $10 million was awarded to 29 grantees. This year a new competition for $4.3 million will fund approximately 12-14 new partnership grants. Applications were available December 1999. For more information, contact Brian Lekander at (202) 502-7520, Karen Levitan at (202) 502-7520, or Joan Krejci at (202) 502-7518, or e-mail LAAP@ed.gov, or visit the Web site at http://www.ed.gov/offices/OPE/FIPSE/LAAP.

New American High Schools (NAHS) -- $4.05 million in FY 1999; $4.5 million in FY2000 (a $0.45 million increase)
Showcases and supports outstanding high schools that have committed to extensive reform efforts, raised academic standards for all students, and achieved excellent results. Since the initiative's inception in 1996, the Department of Education has recognized 30 diverse American high schools as New American High School showcase sites. The 1999 NAHS competition, co-sponsored by the Department of Education and the National Association of Secondary School Principals, featured 39 applicants representing more than 20 states. On November 19, 1999, in a ceremony at the White House, Secretary Riley announced the thirteen schools selected as the 1999 New American High School showcase sites. In 2000, $1.4 million will be used to identify and support up to 100 new showcase sites. For more information call Gail Schwartz at (202) 205-5445, or visit the Web site at http://www.ed.gov/offices/OVAE/nahs.

NEW INITIATIVES

Smaller Learning Communities Initiative -- New Program -- $45 million in FY2000
The FY2000 appropriations include $45 million for the Smaller Learning Communities Initiative authorized under section 10105 of the Elementary and Secondary Education Act. These funds will be used for competitive grants to local educational agencies to plan, develop and implement smaller learning communities for students in large high schools. Strategies may include creating schools

within schools and career academies, restructuring the school day, developing teacher advisory systems, and implementing other innovations designed to create a more personalized high school experience for students, improve student achievement, and reduce violence. This year new funds will support approximately 300 new grantees. An application package will be available in spring 2000. For more information, contact Todd May at (202) 260-0960 or John Fiegel at 260-2671.

Elementary School Counseling Demonstration Program -- New Program -- $20 million in FY2000

Will provide $20 million to establish or expand counseling programs in elementary schools. Grants will be given to applicants that demonstrate the greatest need for counseling services in the schools served, propose the most innovative and promising approaches, and show the greatest potential for replication and dissemination. The grants may be for up to three years and may not exceed $400,000 per year. This year new funds for $20 million will support approximately 60 new grantees. For more information, contact Loretta Riggans at 260-2661, Loretta_Riggans@ed.gov or visit the SDFS Web site at http://www.ed.gov/offices/OESE/SDFS.

Safe and Drug-Free Schools -- Alternative Education Programs for Suspended and Expelled Youth -- New Program -- $10 million in FY 2000

Will help school districts identify effective procedures, policies, and programs that serve to discipline students without suspending or expelling them. The program will also require school districts to develop and implement strategies for continuing to provide educational services to those students who are eventually suspended or expelled. This year new funds for $10 million will support approximately 20 new grantees. Applications will be available in March 2000. For more information regarding this program contact Ann Weinheimer at 708-5939, Ann_Weinheimer@ed.gov or visit the SDFS Web site at http://www.ed.gov/offices/OESE/SDFS.

American Indian Teacher Corps Professional Development Grants -- New Program -- $10 million in FY2000

The American Indian Teacher Corps initiative combines several program elements in a manner that will effectively train 1,000 new teachers to work in schools with high concentrations of Indian students. The program supports institutions of higher education, including Indian institutions of higher education, and consortia of institutions of higher education with local educational agencies, state educational agenies or Indian tribes, to provide programs for pre-service and in-service training of teachers. This year the $10 million will target an initial cohort of 500 new teachers through awards to approximately 20 new grantees. For more information regarding this program contact Cathie Martin at (202) 260-1683, or e-mail Cathie_Martin@ed.gov or visit the Office of Indian Education Web site at http://www.ed.gov/offices/OESE/indian.html.

More information on these initiatives is available on the U.S. Department of Education Web site at http://www.ed.gov/inits/FY2000/index.html.
Or Call 1-800-USA-LEARN

CLASS-SIZE REDUCTION

The Class-Size Reduction Program is a new initiative to hire additional, highly qualified teachers so that students can attend smaller classes in the crucial early grades and get a solid foundation for learning. A growing body of research demonstrates that students attending small classes in the early grades make more rapid educational progress than students in larger classes, and that these achievement gains persist well after students move on to larger classes in later grades.

The Class-Size Reduction Program was appropriated $1.2 billion for FY1999 and has $1.3 billion available in FY2000, an increase of $100 million.

This year $1.3 billion will fund 50 states, Washington, DC, Puerto Rico, and all the territories.

The Main Goals of Class-Size Reduction:

- Promote smaller classes to help students learn to read well and to increase their ability to succeed in advanced subjects in the later grades. Teachers in small classes provide students with more individual attention, spend more time on instruction, and cover more material effectively. The Department's reauthorization proposal for next year would continue to support the creation of smaller classes in the years when reading development is most important, and help ensure that all children have the opportunity to develop strong literacy skills.
- Help improve teacher quality by allowing school districts to reserve and use a percentage of their funds for professional development activities.

Based on Projections, for FY 1999:

- More than 29,000 teachers were hired with federal Class-Size Reduction funds.
- Approximately 1.7 million children benefited directly in school year 1999-2000.
- 42 percent of the teachers hired with these funds are teaching in first grade and average class size in their schools was reduced from approximately 23 students to approximately 17.
- 23 percent of the teachers are teaching in second grade and average class size was reduced in their schools from 23 students to less than 18.
- 24 percent of the teachers are teaching in third grade and average class size was reduced in their schools from more than 23 students to just over 18.
- 10 percent of the teachers reported are teaching in other grades (K and 4-12).
- Special education teachers represented approximately one percent of the total reported.
- In order to strengthen teacher quality, school districts are using approximately 8 percent of their Class-Size Reduction funds to support professional development for teachers.

For more information, contact Bob Stonehill at (202) 260-8228, e-mail class_size@ed.gov, or visit the Web site, http://www.ed.gov/offices/OESE/ClassSize/.

CLASS-SIZE REDUCTION
EXAMPLES

Columbus, Ohio

Columbus has hired 58 new, fully certified teachers with its Class-Size Reduction funds. The district placed these teachers in 13 high-poverty, low-performing schools, which reduced class size in grades 1-3 from 25 to 15. Along with the implementation of proven models of reading instruction, as well as a number of other school reforms, reducing class size is a central part of Columbus' efforts to turn around low-performing schools. This strategy supports the school district's primary goal of ensuring that all students can read at or above grade level by third grade. It also supports the state and school district's emphasis on school accountability by providing needed resources to help turn around low-performing schools.

Tacoma, Washington

Tacoma has targeted its $1 million in federal Class-Size Reduction funds to support its "Great Start" program, aimed at improving reading instruction and achievement in the early grades. Combining federal funds with state and local funds, Tacoma has reduced first-grade class size to 15 or 16 students in one-third of its elementary schools. As a result, 850 students in 57 first-grade classrooms are being taught in smaller classes. Tacoma teachers receive training on how to teach reading, and they continue to improve their effectiveness by meeting regularly to collaborate on which teaching practices work best for their students.

Montgomery County, Maryland

Montgomery County is combining federal Class-Size Reduction funds with state and local funds to support its Early Reading Initiative in every first- and second-grade class in the county. This initiative cuts class size to 15 students for a 90-minute period each day devoted to intensive reading and writing instruction. During this time, teachers use a variety of techniques and activities that create a comprehensive literacy program to help students become proficient in all aspects of reading and writing. Teachers receive two weeks of intensive instruction during the summer and participate in on-going professional development throughout the school year.

Portland, Maine

Portland hired 7.5 teachers to reduce class size with its FY1999 Class-Size Reduction allocation. In one school, class sizes were decreased from 30 in second and third grade to 18 via a combination class. Another school also used a combination first- and second-grade class where the resulting class sizes declined from 24 to around 18. In another school, class size dropped from 28 in first and second grades to 16 in first and 20 in second. In addition, a special education combination class went from 21/22 to 19, and another special education class was reduced from 24 to 18. Another half-time special education class went from 24 to 18. Portland is experiencing a decrease in enrollment in its elementary schools, especially in kindergarten. This has freed up classroom space, simplifying the implementation of the federal Class-Size Reduction Program.

Portland reports that smaller classes are supporting each teacher's ability to develop individual learning plans for each student, which is the main focus of the district's reform efforts. Smaller classes provide teachers with more opportunities to share assessment results with their students and help the students to set their own goals. Individual learning plans are much easier to create and maintain with fewer children in each room. The increased opportunity for individualized instruction is seen as the greatest benefit of small classes, and is an invaluable advantage that cannot be achieved through any other known reform. The district notes that teachers are also sharing and building upon best small class practices through increased collaboration.

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CLASS-SIZE REDUCTION
PUBLICATIONS

For additional information on our Class-Size Reduction program, please visit:
http://www.ed.gov/offices/OESE/ClassSize/research.html

Reducing Class-Size -- What Do We Know?
Summarizes the existing class-size reduction research base and various state initiatives. Also explores important class-size reduction issues such as why smaller classes make a difference and whether or not teacher behavior can/does change in a smaller class. Internet availability:
http://www.ed.gov/pubs/ReducingClass/

Class-Size and Students at Risk -- What Is Known? What Is Next?
Review of research on the effects of class size on academic performance and student behavior. The author concludes by identifying five issues in need of further research and exploration. Internet availability:
http://www.ed.gov/pubs/ClassSize/

Local Success Stories -- Reducing Class Size
Provides a quick overview of the federal and state class-size reduction initiatives and highlights what class-size reduction looks like in several local school districts, including implementation challenges and opportunities. Internet availability:
http://www.ed.gov/offices/OESE/ClassSize/localsuccess.html

21ST CENTURY COMMUNITY LEARNING CENTERS

The focus of the 21st Century Community Learning Centers Program is to provide expanded learning opportunities for participating children in a safe, drug-free and supervised environment. The 21st Century Community Learning Centers (CLC) program enables schools to provide a safe, after-school learning environment where all children have the opportunity to receive mentoring and tutoring in the core academic skills, and to participate in recreational activities, such as chorus, band and the arts.

This year a new competition for about $185 million will fund approximately 500 new grantees serving an additional 2,000 schools.

21st Century programs typically include the following enrichment services and include volunteers as well as paid staff.

Proposed Services Include:

- reading (85%);
- math (80%) and science (66%);
- tutoring and homework assistance (83%);
- recreational activities (89%);
- music (56%) and art (68%);
- technology (89%);
- nutrition and health (74%).

Proposed Volunteers Include:

- parents (36%);
- college students (37%);
- mentors or others (60%).

A Look at 21st Century Schools:

- 1,133 of the schools are considered *rural;* 985 are *inner-city.*
- Among the total amount of current grantees (about 2,100 schools):
  - 38 percent of the Centers are in middle schools, 44 percent in elementary schools, 9 percent in high schools, and 9 percent in other school-owned facilities (for example K-12 or vocational-technical schools).
- Among the 1999 award recipients (777 schools):
  - In 3/4 of the participating schools, more than 50 percent of the children qualify for free or reduced-price lunch.

A Total of 593 Grants Have Been Awarded. These Grants:

- Are located in 49 states, the District of Columbia, and the Virgin Islands;
- Support programs in approximately 2,100 schools;
- Propose to serve about 400,000 children and about 200,000 adults;
- Offer expanded learning opportunities for children and services for other community members.

21st Century Programs Must Have Partnerships and Offer Extended-Day Opportunities

Proposed Partnerships Include:

- community-based organizations (89%);
- other government agencies (71%);
- businesses (63%);
- local law enforcement agencies (47%);
- libraries and museums (34%).

- **Extended-Day Programs Include:**
- after-school (94%);
- summer (76%) and weekends (58%);
- before-school (12%).

21st CCLC Contact Information:
Robert Stonehill at (202) 260-8228
Internet: www.ed.gov/21stcclc E-mail: 21stCCLC@ed.gov
Fax: (202) 260-3420

21st Century Community Learning Centers
Examples

Marshalltown Community School District, Marshalltown, Iowa

Partners: Fisher Controls, Mid-Iowa Community Action, Mental Health Center of Mid-Iowa, Substance Abuse Treatment Unit of Central Iowa, and Iowa Valley Community College District

Project Abstract:
The Caring Connection 21st Century Community Learning Center project provides before- and after-school, weekend and summer programming in two middle schools. Marshalltown has experienced significant change in the demographics of its youth over the past 10 years. Students qualifying for free and reduced-price lunch have increased 20 percent. Significant changes in academic achievement have accompanied this change in poverty. Local community studies show a child's participation in extracurricular activities directly relates to the family income. Children living in households earning less than $10,000 participate in 1.6 extracurricular activities yearly, while children in households of incomes of $40,000 or more participate in 6.7 activities. Approximately 900 students, grades 6-8, and 360 adults will participate in activities such as recreation, tutoring and homework support, substance abuse and violence prevention, family outreach, and adult education. The goals of this project are to increase academic achievement, and reduce aggressive behavior and substance use.

Hamilton County Board of Education, Chattanooga, Tennessee

Community Partners: University of Tennessee at Chattanooga, Chattanooga State Technical Community College, TN Department of Human Services, Private Industry Council, Signal Centers, City of Chattanooga, Chattanooga Nature Center, Tennessee Aquarium, WTVC Science Theater, Girls, Inc., Chattanooga Regional History Museum, Creative Discovery Museum, Chattanooga Ballet, Retired Teachers' Association, Family Resource Centers, Ballet Tennessee, Arts and Education Council, Allied Arts, Community Foundation, Memorial Hospital, Chic Beauty Salon, Parents are First Teachers, Title I, Children's Advocacy Center, Chattanooga Police Department, CARTA, Provident, First Things First, Eastside Health Department, Ryan's Steakhouse

Project Abstract:
The Hamilton County Board of Education has established 21st Century Community Learning Centers at a total of five schools (three elementary and two middle schools). These are rural and inner-city schools in neighborhoods where an average of 74 percent receive free or reduced-price meals; fewer than 9 percent of adults have college degrees; 48 percent of families are headed by single-parent households; and juvenile delinquency, teen pregnancy, and domestic violence are common. The program serves approximately 690 students per year. These centers operate after school and during summers, offering homework assistance and tutoring, recreation and athletics, art and music programs, and cultural outings for children as well as parenting programs and adult basic education services for adults. The centers help communities strengthen families, improve parents' capacity to earn income, demonstrate the value of education to children, provide a safe haven for children, and guide the healthy development of children.

School District 6, New York, New York

Partners: Children's Aid Society, Center for Children and Technology, Columbia University, Broadway Theater Institute, New York Restortarion Project, Hope For Kids School of the Arts

Project Abstract:
The Community School District 6 has built on their existing partnership with the Children's Aid Society to provide extended day, school vacation and summer services to 1,495 students and 705 parents. The program uses the nationally recognized community school program to enhance existing services and develop new services for a nearby middle school, and three feeder elementary schools. Washington Heights has one of the highest crime rates and most overcrowded school districts in all of New York City. This consortium focuses on students in 4th through 8th grades. The goals of this program are: 1) to ensure that a minimum of 900 students in the district perform at or above grade level in reading and math; 2) to provide services to a minimum of 100 students with limited English proficiency so that they can participate in academics at their grade level; 3) to inspire future aspirations and to reduce antisocial behavior in more than 1,000 students through extracurricular activities, including sports, clubs, community service and conflict resolution programs; 4) to provide leadership and entrepreneurial programs to 300 students; 5) to provide primary medical, dental and mental health care services for students at four of the participating schools; and 6) to engage 400 parents through basic needs assistance, ESL, computer literacy, and family workshops. Both quantitative and qualitative analysis of the learning center's impact will be conducted by the Center for Children and Technology of the Educational Development Center, Inc.

21ST CENTURY COMMUNITY LEARNING CENTERS
PUBLICATIONS

For more information on our 21st Century Community Learning Centers, please visit: http://www.ed.gov/21stcclc/

Bringing Education into the Afterschool Hours (Summer 1999) helps local after-school providers understand how to integrate content such as reading, math, college preparation, technology, and the arts into their programs to enhance children's learning and build on the regular school program. Internet availability: http://www.ed.gov/pubs/After_School_Programs/

Safe and Smart: Making After-School Hours Work for Kids (June 1998) is a report, jointly authored by the U.S. Departments of Education and Justice, that highlights research evidence on the potential of after-school programs to increase the safety of children, reduce their risk-taking, and improve learning. Find out more about the evidence of success for after-school activities, key components of high-quality programs and effective program practices, and how communities are meeting their local needs for after-school activities. Internet availability: http://www.ed.gov/pubs/SafeandSmart

Keeping Schools Open as Community Learning Centers: Extending Learning in a Safe, Drug-Free Environment Before and After School (June 1997) is designed to help schools and community-based organizations begin the process of keeping neighborhood schools open for children and families. Internet availability: http://www.ed.gov/pubs/LearnCenters

READING EXCELLENCE ACT

The Reading Excellence Program is a competitive discretionary grant program that awards grants to states to improve K-3 reading instruction. States receiving Reading Excellence grants, in turn, compete their funds to low-performing, high-poverty school districts. The program is designed to provide children with the readiness skills and support they need to learn to read once they enter school; teach every child to read by the end of the third grade; and use research-based methods to improve the instructional practices of teachers and other instructional staff.

This year a new competition for $241 million will fund approximately 12 new state grantees for three years.

The first grant competition was completed August 1999. An expert review panel selected 17 states as the first Reading Excellence Act grantees. The 1999 grantees are Alabama, Florida, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Ohio, Oregon, Pennsylvania, Rhode Island, Texas, Utah, Vermont and West Virginia.

- We currently estimate 1,600 schools will be assisted by Reading Excellence Act funding to implement improved reading strategies.
- The first subgrants to school districts are expected to be awarded by the grantees in winter 2000, and activities in local schools should start by the spring in most states.
- The Reading Excellence Program was appropriated $260 million for FY2000 to fund approximately 12 new states. The FY2000 grant process will start in early 2000, with applications due in spring 2000.

Improving K-3 Instruction through Reading Research
The Reading Excellence Act is focused on improving K-3 instruction in elementary schools that serve the nation's neediest children through the use of scientifically based reading research.

Programs carry out the following purposes:

- Teach every child to read by the end of third grade.
- Provide children in early childhood with the readiness skills and support they need to learn to read once they enter school.
- Expand the number of high-quality family literacy programs.
- Provide early intervention to children who are at risk of being identified for special education inappropriately.
- Base instruction, including tutoring, on scientifically based reading research.

The Reading Excellence Act contains a definition of reading that must be used by all participating schools as they implement improved reading. Reading is a complex system of deriving meaning from print that requires:

- Skills and knowledge to understand how phonemes, or speech sounds, are connected to print.
- Ability to decode unfamiliar words.
- Ability to read fluently.
- Sufficient background information and vocabulary to foster reading comprehension.
- Development of appropriate active strategies to construct meaning from print.
- The development and maintenance of a motivation to read.

For more information, contact Nancy Rhett at (202) 260-8228, or e-mail Reading_Excellence@ed.gov.
Also, visit the Department's Web site at http://www.ed.gov/offices/OESE/REA/.

READING EXCELLENCE ACT
EXAMPLES

Florida

The Florida Department of Education received $26,000,000 from FY1999 funding for a three-year grant that is being used for state activities and subgrants to as many as 27 local educational agencies.

In addition to grants to eligible school districts, the funds support:

- A state-funded coordinator who collaborates with the Florida Reading and Family Literacy Center (FLARE) to provide the latest reading research, professional development activities, materials, and products to local educational agencies, schools, teachers, school personnel, and parents;
- A state-funded library housing professional development materials that include scientifically based reading and family literacy research literature and descriptions of effective practices;
- Regional centers that provide teacher support, modeling, coaching, and videoconferencing to school personnel; and
- A research project focusing on effective reading strategies for English language learners.

Eligible local educational agencies are invited to attend a workshop designed to familiarize local educational agencies with the requirements for subgrants and provide models of effective programs.

Texas

The Reading Excellence and Academic Development Program for Texas (READ for Texas) received $35,999,855 under the Reading Excellence Program to support research-based reading programs. The state is focusing on developing a comprehensive model of beginning reading instruction founded on scientifically based reading research for use by eligible school districts. Support for developing the comprehensive model is being provided by the Center for Academic and Reading Skills (CARS), the Texas Center for Reading and Language Arts (TCRLA), and the Texas Family Literacy Center (TFLC). The three centers also provide materials for professional development and support state staff in assisting school districts with the implementation process.

School districts receiving funds are required to carry out the following activities: conduct professional development for teachers and instructional staff on the teaching of reading according to scientifically based reading research; select one or more programs of reading instruction using scientifically based reading research; provide family literacy programs; implement programs to assist kindergartners not ready for the transition to first grade; and use supervised individuals who have been trained using scientifically based reading research.

Utah

The Utah State Office of Education received $8,000,000 under the Reading Excellence Program to improve reading in kindergarten through third grade. As many as eleven local school districts are participating in this program. The program is operating in collaboration with the University of Utah to infuse the latest findings from scientifically based reading research into curricula and instruction in the state's poorest schools.

The state of Utah highlights coordination with existing federal and state programs as a priority. In addition to state staff, a team of six technical specialists works directly with schools and communities in different regions throughout the state to: provide technical services; conduct seven professional development workshops over two years for district and school leadership teams; monitor implementation of the subgrants; and provide feedback to the Director, Reading and Literacy Partnership, and the evaluator.

Finally, the Reading Excellence grant helps the state with a critical need it has identified. Priority will be given to school districts demonstrating a commitment to the implementation of programs that meet the needs of students who are English language learners.

READING EXCELLENCE ACT
PUBLICATIONS

For additional information on the Reading Excellence Act, please visit:
http://www.ed.gov/offices/OESE/REA/research.html or

America Reads Challenge Publications Page
http://www.ed.gov/inits/americareads/arc-pub.html

Preventing Reading Difficulties in Young Children
National Academy of Sciences (National Research Council).
A definitive work that synthesizes research on reading for preschool through grade 3. Internet availability: http://stills.nap.edu/html/prdyc/

Starting Out Right: A Guide to Promoting Children's Reading Success
National Academy of Sciences.
Provides practical information for teachers, parents, and tutors based on **Preventing Reading Difficulties**. Internet availability: http://bob.nap.edu/readingroom/books/sor/

Start Early, Finish Strong: How to Help Every Child Become a Reader.
America Reads Challenge (U.S. Department of Education).
Explains what can be done to accelerate the pace of the national reading initiative to help every child become a reader by the third grade. Internet availability: http://www.ed.gov/pubs/startearly/

So That Every Child Can Read...America Reads Community Tutoring Partnerships: A Review of Effective and Promising Practices and Volunteer Reading Tutoring Programs.
Northwest Regional Educational Laboratory.
Reports on 61 partnerships for community tutoring sponsored by America Reads. Gives guidance for program design and many examples of good programs in operation. Internet availability: http://www.nwrel.org/comm/database/singlepublication.asp?id=647

Teaching Reading Is Rocket Science: What Expert Teachers Should Know and Be Able To Do.
American Federation of Teachers (AFT).
Presents the case for more technically trained elementary school teachers. The appendix lists what a teacher or expert advisor needs to know. Internet availability: http://www.aft.org/edissues/rocketscience.htm

Learning to Read and Write: Developmentally Appropriate Practices for Young Children: A Joint Position Statement of the International Reading Association and the National Association for the Education of Young Children.
National Association for the Education of Young Children.
Contains a review of the literature and identifies key elements for instruction for early childhood education. Internet availability: http://www.naeyc.org/public_affairs/pubaff_index.htm

TECHNOLOGY LITERACY CHALLENGE FUND

A National Mission to Make Every Young Person Technologically Literate: The purpose of the Technology Literacy Challenge Fund (TLCF) is to help make sure that all children are technologically literate by the dawn of the 21st century, equipped with the communication, math, science, reading, and critical thinking skills essential for advancing learning and improving productivity and performance.

This year $425 million will fund 50 states, Washington, DC, Puerto Rico, and all the territories that in turn will hold competitions to select approximately 3,200 school districts to receive funds.

States, using the TLCF as a starting point, are working with the private sector, schools, teachers, parents, students, communities and governments to achieve the four national goals for educational technology:

- provide all teachers the training and support they need to help students learn through computers and the information superhighway;
- develop effective and engaging software and on-line learning resources as an integral part of the school curriculum;
- provide access to modern computers for all teachers and students; and
- connect every school and classroom in America to the information superhighway.

Planning:
Each state submits a plan for educational technology for the state. Plans include overall financial plans, and states report annually both on financing and on progress on state goals for educational technology that relate to the national goals above. School districts also must plan. Long-range district educational technology plans, required for districts to receive TLCF funds, must be approved by the state. District plans usually encompass all of a district's technology efforts and funding, including state and local funds and funding under the Telecommunications Act of 1996 (the E-rate).

Directing funds to where the need is greatest:
States give priority for funds to districts with the greatest poverty and with the greatest need for educational technology, so that federal funds make up for gaps in other sources of funds. Most states conduct their competitions so that the poorest and neediest districts have a competitive advantage, but some states permit only poor and needy districts to apply. The definitions of poverty and need and the weight given to them are left to state discretion.

State and local flexibility:
States and districts have considerable discretion about the conduct of competitions, and can give preference to certain activities (such as professional development), types of districts (poor rural districts), or even geographic areas of the state. Needs and the level of implementation of educational technology vary enormously across the states. States are able to tailor the use of TLCF funds to fit their circumstances.

For more information please contact: Charles Lovett 401-0039
www.ed.gov/technology

TECHNOLOGY LITERACY CHALLENGE FUND
EXAMPLES

Albuquerque High School, Albuquerque, New Mexico

The 13 schools of the Albuquerque High School cluster, four parochial elementary schools, and the Menaul School have joined in the Learning in Networked Collaboration (LINC) project, designed to extend the use of technology in K-12 classrooms through 2 approaches with potential for statewide replication in professional development and school network implementation. More than 7,900 public school and 1,750 private school students will benefit from activities which will improve technology integration across grades K-12 through:

- the development of technology integration curriculum units linked to content area benchmarks and standards which bring together teachers with technology expertise and teachers who are experts in curriculum content delivery;
- professional development workshops in implementation of these units will follow the development effort; and
- the development of local area network management infrastructures that will support student learning of literacy and telecommunications skills by shaping the schools' network as an environment for delivery of technology-based content area instruction.

These LINC activities will help the schools serving the disadvantaged student population of downtown Albuquerque meet these objectives in technology education for students:

- Student literacy competencies, including mathematical literacy, will be improved through technology-based teaching and learning that address content area standards and benchmarks.
- Students will be fluent users of technology tools in communication and problem-solving tasks.
- Students will be skilled in accessing and participating as authors in local and global telecommunications environments.
- Students will demonstrate the technology skills needed to successfully compete in the workplace of the 21st century.

Oro Grande School District, Oro Grande, California

This district and its coordinating partner, the Camp Internet Educational Technology Consortium, both have educational technology plans that emphasize technology equity -- connecting rural district resources and access to a district with urban resources and access. Oro Grande also provides rural/urban low-income classrooms with learning opportunities equal to more affluent classroom counterparts. This effort is part of the national movement to lessen the digital divide.

The Camp Internet project won a Smithsonian Innovation Network Award in 1999, an AOL Rural Capacity Building award in 1999, as well as USDA support for rural distance learning. The project brings classrooms together with subject specialists at museums, universities, national and state Parks, National Marine Sanctuaries and other education agencies to enhance the student learning experience -- an experience only feasible with computer-facilitated learning. The project is demonstrating techniques for building distance learning communities of teachers who receive year-round support for integrating a tangible technology application into their classrooms. Students of all types, including those considered at-risk, are showing improved academic interests and accomplishments as a result of participation in the programming.

Nettleton School District, Nettleton, Mississippi

The goal of the award to the Nettleton School District is to provide the equipment, software and training to enable classrooms to integrate technology in 38 new classrooms in grades K-6 so that all students will become technologically literate. The addition of these computers and the software moves us toward our goal of reducing the ratio of student to multimedia computer to 15 to one. Each of the 38 classrooms will be connected to the Internet and technology inservice options are provided to K-6 teachers. The curriculum is enhanced through student work in areas such as report writing, information gathering, multi-sensory approaches to learning, learning to create web pages, and integrating existing software packages and information on the Internet with the core curriculum.

TECHNOLOGY LITERACY CHALLENGE FUND
PUBLICATIONS

For additional information on the Technology Literacy Challenge Fund, please visit:
http://www.ed.gov/Technology

An Educator's Guide to Evaluating the Use of Technology in Schools and Classrooms; December 1998; U.S Department of Education. Internet availability: www.ed.gov/pubs/EdTechGuide/

Technology Literacy Challenge Fund: Report to Congress; June 1998; U.S. Department of Education. Internet availability: www.ed.gov/pubs/EdTechGuide/

SAFE AND DRUG-FREE SCHOOLS -- MIDDLE SCHOOL COORDINATORS PROGRAM

This initiative provides funds to recruit, hire, and train drug prevention and school safety program coordinators for middle schools with significant drug and violence problems.

This year a new competition for $45 million will fund approximately 198 new grantees.

A total of 97 grants were awarded in Fiscal Year 1999. These grants:

- Are located in 46 states;
- Support recruiting, hiring, and training approximately 282 coordinators in middle schools; and
- Provide coordination services for approximately 483 schools.

Purpose of the grants:

- Recruit, hire, and train full-time drug prevention and school safety program coordinators to serve at least one middle school and no more than seven middle schools.

Coordinators' duties:

- Identify research-based drug and violence prevention strategies;
- Assist schools in adopting the most successful strategies, including training of teachers, staff and relevant community partners as needed;
- Develop, conduct, and analyze assessments of school crime and drug problems;
- Work with community agencies and organizations to ensure that students' requirements are met;
- Work with parents and students to obtain information about effective programs and strategies and encourage their participation in development and implementation;
- Assist in the development and implementation of evaluation strategies;
- Identify additional funding sources for drug prevention and school safety programming;
- Provide feedback to state educational agencies on programs and activities that have proved to be successful in reducing drug use and improving school safety; and
- Coordinate with student assistance and employee assistance programs.

Eligible applicants:

- Local educational agencies with significant drug, discipline, or school safety problems in their middle schools.

Contact Information:
Internet: www.ed.gov/offices/OESE/SDFS
E-mail: Deirdra_Hilliard@ed.gov
Fax: (202) 260-7767

SAFE AND DRUG-FREE SCHOOLS -- MIDDLE SCHOOL COORDINATORS PROGRAM
EXAMPLES

Minneapolis Public Schools, Minneapolis, Minnesota

Project Abstract:
Minneapolis Public Schools received a $272,119 grant to hire three middle school coordinators who work directly with four schools serving students in grades six through eight. The coordinators work within the schools to train teachers, administrators, educational assistants, and chemical-health specialists in the integration of exemplary drug and violence prevention practices into the classroom and the curriculum.

San Marcos Consolidated Independent School District, San Marcos, Texas

Project Abstract:
San Marcos received a $130,000 grant to hire three middle school coordinators, each of whom has been assigned to work within one of the three target schools. The coordinators work together to complete a thorough needs assessment and create a comprehensive drug prevention and safety education plan. Each coordinator then focuses on coordinating programs at one campus, working intensively with the principal and Campus Improvement Team (CIT) to set specific campus process and outcome goals. Each coordinator works with volunteers, community-based agencies, and staff to ensure that programs implemented are research-based and that the program continues to follow the original design. Additionally, each coordinator is implementing strategies to gain student and community involvement, and to evaluate the process and outcome of the project.

Community School District #24, New York City, New York

Project Abstract:
Community School District #24 in New York City received a $160,000 grant to hire two middle school coordinators, each of whom works district-wide to serve middle schools. One coordinator is bilingual and has the responsibility to develop and maintain relations with the district's limited- and non-English-speaking population. The coordinator trains bilingual staff in issues related to drugs, violence and safety. In addition, the coordinator is responsible for developing and maintaining an updated list of community referral sources that have the ability to provide counseling, treatment and other services in a variety of languages. The second coordinator is responsible for ensuring that a conflict resolution/peer mediation program is active and viable in all of the district's intermediate schools. This coordinator is available to all intermediate schools for training and technical support. Other duties include staying abreast of research in the area and introducing new curricula and program materials when appropriate as well as organizing parent and community workshops on conflict resolution so that skills learned in school can be reinforced at home and in the community.

SAFE AND DRUG-FREE SCHOOLS -- MIDDLE SCHOOL COORDINATORS PROGRAM
PUBLICATIONS

For additional information on Safe and Drug-Free Schools -- Middle School Coordinators Program, please visit: http://www.ed.gov/offices/OESE/SDFS/news.html

Challenge Newsletter Online provides information for classroom teachers on model drug and violence programs, research, findings, and available resources. Internet availability: http://www.acde.org/educate/challenge/defaul.html

Growing Up Drug Free: A Parent's Guide to Prevention helps parents talk with their preschool-to-high-school-age children about drugs. It provides answers to children's questions, five sources of assistance, and suggests ways to reinforce prevention messages. Internet availability: http://www.ed/gov/offices/OESE/SDFS/parents_guide/

Early Warning, Timely Response: A Guide to Safe Schools summarizes research on violence prevention and intervention and crisis response in schools. It describes what to look for and what to do to prevent violence. Internet availability: http://www.ed.gov/offices/OSERS/OSEP/earlywrn.html

Preventing Youth Hate Crime: A Manual for Schools and Communities assists schools and communities to confront and eliminate harassing, intimidating, violent, and other hate-motivated behavior among young people. It promotes discussion, planning, immediate action, and long-term responses to hate crimes. Internet availability: http://www.ed.gov/pubs/HateCrime.html

Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings describes model programs and practices and suggests resources for further information. Internet availability: http://www.ncjrs.org/pdffiles/conflic.pdf

Creating Safe and Drug-Free Schools: An Action Guide provides action steps for schools, parents, students, and community and business groups in addition to information briefs on specific issues affecting school safety, research and evaluation findings, and resources. Internet availability: http://www.ed.gov/pubs/actguid.html

COMPREHENSIVE SCHOOL REFORM DEMONSTRATION PROGRAM

The Comprehensive School Reform Demonstration program is helping raise student achievement by assisting public schools across the country to implement effective, comprehensive school reforms that are based on reliable research and effective practices, and that include an emphasis on basic academics and parental involvement.

This year, in addition to continued funding for participating schools, approximately 1,200 new schools will be assisted from a $75 million increase in program funds.

The Comprehensive School Reform Demonstration program provides funding to states, which in turn make competitive discretionary grants to local school districts on behalf of individual schools that are ready to adopt comprehensive reforms. Comprehensive school reform focuses on making coherent schoolwide improvements that affect virtually all aspects of a school's operations, rather than using a piecemeal, fragmented approach to reform. The Comprehensive School Reform program assists schools in improving their entire educational operation through, for example, curriculum changes, sustained professional development and enhanced involvement of parents. Schools are encouraged to consider using successful, externally developed models in their comprehensive school reform efforts -- research-based models that have evidence of effectiveness. Through the support of this start-up funding, participating schools are working to integrate curriculum and instruction, student assessment, professional development for teachers and staff, parental involvement and school management -- all in a unified effort to help children achieve high standards.

Overview of Current Grantees

- All fifty states, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs are receiving Comprehensive School Reform Demonstration funds to assist local schools.
- Approximately 1,750 schools have received grants of at least $50,000, renewable for up to three years, to support coherent schoolwide improvement efforts.
- A majority of funding is reserved for schools that are eligible for Title I. About two-thirds of participating schools operate Title I schoolwide programs.
- Participating schools include elementary and secondary schools (70 percent are elementary; 30 percent are middle and high schools), as well as schools in both urban and rural areas.
- Among schools receiving Comprehensive School Reform funds, a wide array of models are represented, including both nationally available models and locally developed ones.

Funds Available in Fiscal Year 2000

- The funding level for Fiscal Year 2000 is $220 million, which will provide continued funding to participating schools as well as new funds to support additional schools.
- The $75 million increase in funds will assist more than 1,000 additional schools to begin implementing a comprehensive reform program.
- Interested schools should contact their state educational agency for information on timelines for new grants, grant application packages, and technical assistance opportunities. A list of state contacts for the Comprehensive School Reform Demonstration Program can be found on the Web at: <http://www.ed.gov/offices/OESE/compreform/contact.html>.

Comprehensive School Reform Demonstration Program Contact Information:
Call (202) 205-4292
Program Web address: http://www.ed.gov/offices/OESE/compreform
Program E-mail address: compreform@ed.gov
Database of Current CSRD grantees: http://www.sedl.org/csrd/awards.html

COMPREHENSIVE SCHOOL REFORM DEMONSTRATION PROGRAM
EXAMPLES

McCoy Elementary School, Kansas City, Missouri

McCoy Elementary School in Kansas City, Missouri, is using a start-up grant from the Comprehensive School Reform Demonstration Program to strengthen teaching and learning across the entire school, revolving around research-based, innovative literacy approaches. Building on school governance work the school already had underway with the Comer School Development Program, McCoy is using its Comprehensive School Reform Demonstration grant to partner with the Institute for Learning, a non-profit organization based at the University of Pittsburgh. Faculty meetings have been replaced with staff study groups addressing instructional issues and professional development has included observing and discussing effective teaching strategies with teachers at a New York City school using the Institute's literacy approach. Rubrics are used to assess both teacher practice and student progress. A new enthusiasm for reading and a love of books is evident throughout the entire school, from the lunchroom to the library to the classroom. The percentage of third graders scoring at or above the proficient level on the Missouri Assessment Program has increased from 9 percent to 27 percent, surpassing the district average. At McCoy Elementary School, a true learning community has been created.

Omaha Nation Public School, Macy, Nebraska

At the Omaha Nation Public School, a high-poverty K-12 school serving a predominantly Native American population in rural Macy, Nebraska, students in grades 8-12 are retracing the Buffalo Trail. In preparation, high school students conducted statistical studies of regional plant life by surveying local lands and generating and using computer spreadsheets. The school, which operates a Title I schoolwide program, is using a Comprehensive School Reform grant in combination with other federal, state, and local funds to implement an entire-school reform effort that includes Expeditionary Learning Outward Bound, a reform model that features interdisciplinary curricula, cooperative learning, on-going assessment of student work, and team teaching. In the elementary grades, teachers are in their second year of implementing the Success for All program, which emphasizes early reading, intensive professional development in reading instruction, and family involvement. Through these efforts, teachers and school staff in grades K-12 are engaged in ongoing professional development and collaboration to improve teaching and learning throughout the school.

Students in the elementary grades, most of whom were reading below grade level, have shown significant gains in reading achievement, and, increasingly, families are reading with their children at home. Furthermore, while the school is still in the early stages of its reform effort, there has been a marked improvement in school climate, especially in the upper grades. Through the dedication of teachers and school staff, the expert assistance of its external partners, and the involvement of parents and the community, the Omaha Nation Public School is strengthening its curriculum and instruction to ensure that students learn the academic skills needed for success in the 21st century.

Delaware Academy, Syracuse, New York

The Delaware Academy, an elementary school in Syracuse, New York, was faced with the challenge of raising the reading levels of all its students. A high-poverty school, the Delaware Academy has a diverse student population, including a large percentage of limited English proficient Latino students. The school designed a comprehensive restructuring program that strengthens student learning, teaching and school management. The foundation of this improvement effort is the implementation of the Success for All program, a comprehensive reform model, which was adopted with overwhelming staff support. The teaching staff received extensive professional development in the effective instructional practices of Success For All and the district provided an on-site facilitator to assist the school in implementing the program. Family involvement is an important support to in-school learning. Parents are expected to read with their children each night, and understand the direct role they play in the success of their children. Using Success for All's eight-week assessments, results were quickly apparent. Students, including English Language Learners, have met and exceeded state standards. The school has supported these efforts through a grant from the Comprehensive School Reform program, which has acted as a catalyst for the school to coordinate funds from other sources including Title I schoolwide program funds, state and local funds, and considerable community support.

COMPREHENSIVE SCHOOL REFORM DEMONSTRATION PROGRAM
PUBLICATIONS

For more information on related publications please visit
http://www.ed.gov/offices/OESE/compreform/resource.html

Comprehensive School Reform Demonstration in the Field: Fall 1999 Update. A Department of Education team visited Comprehensive School Reform Demonstration schools in the initial stages of implementing school reforms. Here you can read about the team's observations and link to related resources. Internet availability: http://www.ed.gov/offices/OESE/compreform/csrd99report.html

Catalog of School Reform Models. Produced by the Northwest Regional Educational Laboratory, in conjunction with the Education Commission of the states, this catalog includes descriptions of models in two categories: entire-school models and skill- and content-based models. PLEASE NOTE that use of Comprehensive School Reform Demonstration funds by schools is *not* limited to models in this catalog, nor does inclusion in the catalog mean a model is "approved" by the U.S. Department of Education. Schools are encouraged to seek additional information from other sources, including information provided directly by developers or by schools already using and familiar with particular models. Internet availability: http://www.nwrel.org/scpd/natspec/catalog/index.html

Profiles of Early Implementation Fall 1998. This brief, which profiles six states in the early implementation of Comprehensive School Reform Demonstration, shows the important role states can play in supporting local schools and districts as they prepare for comprehensive school improvement. The brief also shows how states are integrating comprehensive reform with their own standards-based school improvement and accountability efforts. Internet availability:
http://www.ed.gov/offices/OESE/compreform/profiles.html

School-wide Reform Programs is a Department of Education publication that discusses how many schools can use funds and resources from Title I, Part A of the Elementary and Secondary Education Act (ESEA), as well as other federal education programs, to upgrade the school's entire educational program and raise academic achievement for all of its students. Internet availability:
http://www.ed.gov/legislation/ESEA/Title_I/swpguide.html

Implementing Schoolwide Programs Volume 1: An Idea Book on Planning October 1998. Find out about effective methods and useful resources for planning schoolwide programs and for measuring their success. Internet availability: http://www.ed.gov/pubs/Idea_Planning/

An Educators' Guide to Schoolwide Reform. Commissioned by a group of national education organizations and conducted by the American Institutes for Research, this study reviews research data on 24 school reform models, rates the quality of support provided by the model developers, and provides additional information on the cost and number of schools implementing the models. Internet availability: http://www.aasa.org/Reform/

PUBLIC CHARTER SCHOOLS PROGRAM

The Public Charter Schools Program provides financial assistance for the design and initial implementation of charter schools and the evaluation of the effects of charter schools on students, student achievement, staff and parents.

This year a new competition for $24 million will fund approximately 3-5 additional grants to 32 states and 30-50 additional grants to schools.

In the 1999-2000 school year:

- Approximately 1,700 charter schools are open (passing the halfway mark on the way to reaching the president's goal of creating 3,000 charter schools by the year 2002).
- Approximately 350,000 students attend charter schools.
- 36 states, Washington, DC and Puerto Rico have charter school laws.

Grants and subgrants:

- FY1999 funding was $100 million. FY2000 funding was increased to $145 million.
- Public Charter Schools Program funds are awarded to states which then award subgrants to partnerships involving authorized public chartering agencies and individual schools.
- Individual schools from states without Public Charter Schools Program grants may apply directly to the Department of Education for grants.
- 29 states, as well as Washington, DC and Puerto Rico have state grants (41 schools in six states received grants directly).
- Annual amounts of state grants range from $200,000 in Rhode Island to more than $12,600,000 for California (average for 1999 was approximately $2.8 million).

Subgrants:

- Subgrants help charter schools meet the costs of planning and starting a new school.
- Subgrants may be used for up to three years (18 months for planning activities before the school opens, and 24 months for initial implementation of the charter school).
- Surveys continue to document that charter school operators consider the lack of start-up funding to be the most frequent obstacle to implementing their school.
- Public Charter Schools Program funds were awarded to roughly 900 of the first 1,200 charter schools.
- states have discretion in determining subgrant size, duration and competitiveness.
- Recently states have moved toward funding nearly 100 percent of their new charter schools.

Dissemination Grants:

States can use up to 10 percent of their award to provide two-year subgrants to successful charter schools to disseminate their lessons to other public schools or to allow successful charter school operators to help other groups open new schools. Three states have requested and received waivers to spend more than 10 percent of their FY1999 funds on these new subgrants. To be eligible for a dissemination grant, a charter school must have been open for three years. In addition, they must have demonstrated high levels of parent satisfaction, increased student performance, and the leadership necessary to run an economically and educationally viable public school.

Public Charter Schools Program Contact Information:

Program Contact: Donna Hoblit, at (202) 205-9178
Internet: www.uscharterschools.org
Fax: (202) 205-5630

PUBLIC CHARTER SCHOOLS PROGRAM
EXAMPLES

Massachusetts Department of Education, Boston, Massachusetts

Project Abstract:
The Massachusetts Department of Education has received a three-year grant under the PCSP program. Massachusetts has provided subgrants to each of the state's charter schools. Each school uses these subgrants to help meet its specific start-up costs. In addition to funds for purchasing materials, designing curricula and assessments and professional development, the Massachusetts Department of Education has directed each school to use a portion of its subgrant to develop an accountability plan that meets state standards and reflects the unique mission of the particular school. Massachusetts has also used a portion of the administrative funds from the grant to develop a statewide accountability plan that incorporates extensive site visits by teams of experts modeled on the British Inspectorate System.

The Village: A High School for Pregnant and Parenting Teens, Phoenix, Arizona

Project Abstract:
The Village High School's mission is to eliminate the barriers for pregnant and parenting teens 14-21, in grades nine through twelve, who have problems with self-esteem, childcare, transportation, prenatal care, parenting, family health and wellness issues, and social/personal concerns while completing a high school diploma. The charter school provides a program of comprehensive individualized instruction that promotes self-sufficiency. The Village's Home-Bound Process enables the student to continue her education while she is at home after the birth of her baby. Students can enroll their baby in the childcare center located on-site. Although the program is geared toward them, attendance at the charter school is not limited to pregnant and parenting teens. The major portion of the Public Charter School start-up grant was used to provide staff to implement the program, to provide program supplies, to provide professional staff development training, and to provide for the childcare center.

Flagstaff Arts and Leadership Academy, Flagstaff, Arizona

Project Abstract:
The Flagstaff Arts and Leadership Academy (FALA) is a charter school that was created through a partnership with the Museum of Northern Arizona. The school is designed to provide a small school setting, with a rigorous academic approach as well as instruction in arts and leadership. Through its collaboration with the Museum of Northern Arizona the school is able to involve students in the artistic and cultural events of Flagstaff and the surrounding area, as well as in archeological explorations. FALA's dissemination grant will be used to support three activities: providing new charter school operators with advice and planning on a variety of issues, such as development of a governing board, curriculum, policies, personnel, mission statement, vision and more; educating the general public and key stakeholders about the charter schools and potential partnerships; and promoting partnerships between all the educators teaching students in the community. This last component includes sharing peer mentoring programs, artists-in-residency and joint professional theater productions with FALA and the Flagstaff Unified School District, as well as an annual celebration, hosted by the Museum of Northern Arizona, to honor the efforts of all traditional public, charter and private educators in the Flagstaff area.

PUBLIC CHARTER SCHOOLS PROGRAM
PUBLICATIONS

For more information on the Public Charter Schools program, please visit:
http://www.uscharterschools.org/res_dir/res_main.htm.

The following documents and materials are available on this site at the URL indicated:

Sample School Budget: Provides a sample school operating budget, along with explanatory text, from Family Learning Center in St. Paul, Minnesota. For related information, please see our budget, finance, and fundraising page and the related discussion group. Internet availability:
http://www.uscharterschools.org/tech_assist/ta_budget.htm

Special Ed Handbook: **Charter Schools and Special Education: A Guidebook** was prepared by the National Association of State Directors of Special Education as an overview of requirements related to meeting the needs of students with disabilities in charter schools. Internet availability:
http://www.uscharterschools.org/res_dir/res_primary/res_nasdse.htm

Charters and Bylaws: Provides links to charters and other documents posted on the U.S. Charter Schools Web site, such as Articles of Incorporation and Bylaws from charter schools. Internet availability:
http://www.uscharterschools.org/tech_assist/ta_docs_charter.htm

School Operational Documents: Provides links to school operational documents posted on the U.S. Charter Schools Web site, such as a school lease and a draft personnel policy. Internet availability:
http://www.uscharterschools.org/tech_assist/ta_docs_school.htm

Sample Documents from Charter Organizers: Provides links to sample documents submitted by charter authorizers, such as Chicago Charter School Agreement and Colorado League of Charter Schools Draft Accountability Plan. Internet availability:
http://www.uscharterschools.org/tech_assist/ta_doclib.htm

ADVANCED PLACEMENT INCENTIVE PROGRAM (AP)

The Advanced Placement (AP) Incentive Program enables states to reimburse part or all of the cost of Advanced Placement test fees for eligible low-income individuals. In addition, a state educational agency in a state in which no eligible low-income individual is required to pay more than a nominal fee to take Advanced Placement tests in core subjects may use grant funds for activities directly related to increasing the enrollment of low-income individuals in Advanced Placement courses, the participation of low-income individuals in Advanced Placement tests, and the availability of Advanced Placement courses in schools serving high-poverty areas.

This year a new competition for $15 million will fund approximately 40 states.

There is now a total of 35 grants to states and the District of Columbia. These grants:

- Provide test fee payment assistance to approximately 80,000 low-income students;
- Enable local school districts to develop activities related to increasing: (1) the enrollment of low-income individuals in Advanced Placement courses; (2) the participation of low-income individuals in Advanced Placement tests; and (3) the availability of Advanced Placement courses in schools serving concentrations of low-income students.

Project activities include:

- The use of interactive telecommunications to deliver AP courses to high schools serving disadvantaged students and currently offering no or limited AP opportunities.
- AP summer institutes for teacher preparation with a special emphasis on expanding the participation of both urban and rural teachers at high-poverty schools.
- Information dissemination about the AP Incentive Program through the print, electronic and broadcast media to inform parents about AP tests and test-fee subsidies.

Advanced Placement Incentive Program Information:
http://www.ed.gov/offices/oese/
Phone: (202) 260-2669
Fax: (202) 205-5630

ADVANCED PLACEMENT INCENTIVE PROGRAM (AP)
EXAMPLES

West Virginia Department of Education

Project Abstract:
West Virginia has shown a consistent commitment to providing the opportunity to participate in the Advanced Placement program to all students. Though West Virginia's pass rate is still below the national norm, in 1996-97 the pass rate increased by 13 percent. The new Advanced Placement grant is designed to provide assistance for part or all of the cost of Advanced Placement test fees for low-income students, and has enabled West Virginia to offer the courses to a greater student population by removing the economic barrier to those without means to pay the test fees.

The state is implementing the following activities with the use of funds from the Advanced Placement Incentive Program: conducting a media campaign including guaranteed radio spots throughout the entire state; concentrating in the 33 high-poverty counties; producing and distributing an eight-minute video along with accompanying printed materials to promote Advanced Placement classes and exams to individuals throughout West Virginia in grades 9-12; providing funds to West Virginia high schools in high-poverty counties for offering Advanced Placement courses; training teachers in Advanced Placement; and purchasing materials to conduct classes.

Michigan Department of Education

Project Abstract:
The Michigan Virtual University is working collaboratively with the Michigan Institute for Educational Management (MIEM) to offer free, but required, training to the educators that serve as on-site mentors for the student(s) participating from their particular building. The on-site mentors receive weekly reports on student progress, serve as coaches for the student(s) and act as the communication link between the school and the on-line AP instructor to resolve problems and to assist with general student needs.

Michigan State University (MSU) states that on-line communication will be maintained with educators in high schools in order to monitor the effectiveness of the technology-based learning and to make adjustments as necessary. Additionally, meetings take place between area high school educators, Michigan State University professors and representatives of the College Board's Advanced Placement Program.

A colloquium, sponsored by Michigan State University, will be held in the spring of 2000 to discuss how the on-line AP courses are working, suggestions for improvement, and further courses that should be offered to support academically able high school students in Michigan. Participants will include high school educators who have had students involved in the on-line AP courses, College Board Advanced Placement personnel, Michigan Department of Education staff, technology experts from MSU and educators from the MSU College of Education and support staff from school districts serving high-poverty areas. This group of educators plans to contribute to the electronic, statewide clearinghouse intended for the discovery and exchange of best practices in technology-centered learning, teaching and educational administration.

Colorado Department of Education

Project Abstract:
Colorado currently conducts an Advanced Placement Fee Payment Program to provide reimbursement to low-income students for all or a significant portion of Advanced Placement examination fees. There continues to be a need, however, to increase enrollment of low-income students in Advanced Placement programming, promote participation of these students in Advanced Placement examinations, and increase Advanced Placement programming availability in low-income schools in the state. This project addresses these needs by establishing a steering committee to promote awareness of the project and interest in pursuing the goals of the project; focusing project activities on a limited number of high-poverty schools; providing staff development strategies and mini-grants for schools in order to promote increased enrollment and participation in Advanced Placement examinations; promoting increased availability of Advanced Placement programming through incentive grants to schools; promoting varieties of Advanced Placement programming options at the middle and high school level; developing and promoting use of quality on-line Advanced Placement programming; and developing the state infrastructure to support Advanced Placement programming for the long term. Best practices and processes developed in target schools will be disseminated statewide. The project will be evaluated in terms of actual increases in numbers of target students in target low-income schools and communities taking part in Advanced Placement programming and the actual increase in the availability of Advanced Placement classes to low-income students.

ADVANCED PLACEMENT INCENTIVE PROGRAM (AP)
PUBLICATIONS

For more information on the Advanced Placement Incentive Program please visit:

http://www.ed.gov/offices/OESE/news.html

and

http://www.collegeboard.org/ap/library/

The following documents and materials are available on this site at the URL indicated:

AP Publications Order Form Fall 1999
Internet availability:
http://www.collegeboard.org/ap/library/pdf/ap_fall99_order_form.pdf

AP Bulletin for Students and Parents 2000
Internet availability:
http://www.collegeboard.org/ap/library/pdf/ap_student_bulletin00.pdf

A Guide to the Advanced Placement System 2000
Internet availability:
http://www.collegeboard.org/ap/library/pdf/ap_program_guide.pdf

College Assistance Migrant Program (CAMP) And High School Equivalency Program (HEP)

The College Assistance Migrant Program (CAMP) provides funds for supporting migrant and seasonal farmworkers to complete the first academic year of college. The High School Equivalency Program (HEP) is designed to assist migrant and seasonal farmworkers obtain a GED certificate or a general education diploma equivalent to a high school diploma in the state of the grantee.

In FY2000, a new grants competition for $3 million will fund approximately 9 new CAMP grants, and $6 million will fund about 16 new HEP grants.

Eligible Entities

Entities eligible to apply for either CAMP or HEP are institutes of higher education (IHE) or private nonprofit organizations working in cooperation with IHEs. Among the FY1999 awards made last year, there are 12 CAMP grantees, and 23 HEP grantees, and all 35 projects serve a combined population of approximately 4,500 students. The CAMP assists in first-year academic requirements and continues to provide follow-up services to help students successfully continue postsecondary education. By locating the HEP programs at IHEs, migrant and seasonal farmworkers also have opportunities to attend academic programs, cultural events, and other academic and cultural events not usually available to them.

Types of services that may be provided

General: Grantees may use funds to provide academic and supporting services and financial assistance to eligible participants (migrant and seasonal farmworkers as defined).
CAMP: Outreach and recruitment; supportive and instructional services; career and academic counseling; tutoring; financial assistance; other services necessary for completing the program, including follow-up services.
HEP: Recruitment services; educational services necessary to pass an examination and obtain a high school equivalency diploma in the state where the grantee is located; supportive services, such as counseling, placement services for college preparation, health services, housing for those enrolled in residential programs, and exposure to cultural and academic events usually not available to migrant youth.

Performance indicators

CAMP performance indicators are: 1) All CAMP students will complete their first academic year at a postsecondary institution in good standing; 2) CAMP students will graduate from 4-year colleges or universities at higher rates.
HEP indicators are: 1) An increasing percentage of HEP participants will complete the program and receive their GED; 2) An increasing percentage of HEP participants who receive a GED certificate will enter postsecondary education or other training programs; and 3) An increasing percentage of HEP participants who receive a GED certificate will be placed in career positions or enter the military.

Additional information

The CAMP and HEP grants are five-year cycle non-competing continuation awards. Parties interested in obtaining new grant applications for FY2000 can access materials from the Department's Web site at http://www.ed.gov/GrantsApps.

For more information, please contact Mary Suazo at (202) 260-1396 or by e-mail mary_suazo@ed.gov or visit the Office of Migrant Education (OME) Web site at http://www.ed.gov/offices/OESE/MEP

College Assistance Migrant Program (CAMP) And High School Equivalency Program (HEP)

Examples

St. Edward's University, Austin, Texas

The College Assistance Migrant Program (CAMP) at St. Edward's University in Austin, Texas, will serve 40 eligible migrant/seasonal farmworkers living in Texas. The comprehensive services include social, academic and financial support such as tutoring, advising, counseling, health care and developmental classes provided by a qualified and dedicated staff that is supported by the university. St. Edward's has effectively served the migrant and seasonal farmworkers for many years and has an effective mentoring component. Local businessmen, lawyers and other professional members of the community adopt a student to mentor during his or her college years. This approach provides CAMP students with exposure to various occupations and gives them role models.

The university works with private foundations to help finance the education of the CAMP students as they continue their education. St. Edward's commitment is ongoing. An endowment fund has been established to assist students and to guarantee the continuation of the program. The purpose of the endowment funds is to ensure that the migrant students who choose to continue their studies will be guaranteed full financial aid during their matriculation at St. Edward's.

Eligible students are recruited from the entire geographical area of Texas. All students are residential and attend during two semesters annually. Fifteen hours of instruction and tutoring are provided 5 days a week for 16 weeks per semester, including day and night opportunities for services.

University of Colorado, Boulder, Colorado

The University of Colorado's BUENO High School Equivalency Program (BUENO-HEP) proposes to assist 500 migrant and seasonal farmworker students in obtaining the equivalent of a secondary school diploma and placement in an institution of higher education.

BUENO-HEP builds upon the proven program practices of a statewide, coordinated system of instructional, supportive, and financial assistance services for qualifying migrant and seasonal farmworkers. The program is designed on the premise that learners' needs are at the center of the program, while supportive services help students obtain skills necessary to succeed in postsecondary life, the military, or to help students make successful transitions from farmwork to non-agricultural work settings.

The recruitment of students will be conducted year round in partnership with federal, state and local community-based organizations. This effective coordination is an important element in BUENO-HEP's capability to recruit and matriculate so many HEP students. Prospective students will take GED Practice Tests and the Colorado Occupation Career Informational System examination. Students will be enrolled in BUENO-HEP from five surrounding counties for GED instruction at the three instructional satellite sites in Brighton Fort/Lupton, La Junta, and Alamosa. Instruction will be provided five days per week for 30 hours per week, over a session of 10 to 14 weeks. Three sessions are proposed and include a summer period of instruction.

College Assistance Migrant Program (CAMP) and High School Equivalency Program (HEP)
Publications

For more information on our College Assistance Migrant Program (CAMP) and High School Equivalency Program (HEP), please visit:
http://www.Ed.Gov/Offices/OESE/MEP/Prelimguide/Index.html

Adult Education, Migration, and Immigrant Education by Roger Diaz de Cossio, National Institute of Adult Education-Mexico. Internet availability: http://www.ed.gov/pubs/howadults/learn

Directory of Services for Migrant Seasonal Farmworkers and Their Families -- A compilation of federal programs and national organizations that serve migrant farmworkers and their families, including new federal and non-federal programs, as well as several new directories of field offices for those programs. Internet availability: http://www.ed.gov/pubs/MigrantDirectory/

Migrant School Locator Demonstration Project -- A summary of a demonstration project illustrating the feasibility of using World Wide Web technology to connect selected migrant student databases in the United States. Internet availability:
http://www.ed.gov/offices/OESE/MEP/PrelimGuide/locator.html

TEACHER QUALITY ENHANCEMENT GRANTS
(HIGHER EDUCATION ACT TITLE II)

The Higher Education Amendments of 1998 respond to the nation's critical need for high-quality teachers by enacting much of the Clinton administration's proposal to improve teacher recruitment and preparation. Our nation's schools will need to hire 2.2 million teachers over the next decade, more than half of whom will be first-time teachers. These teachers need to be well-prepared to teach all students to the highest standards. Title II of the HEA provides new opportunities to invest in the recruitment, preparation, licensing, and support of teachers.

This year a new competition for $14.3 million will fund approximately 6-7 state awards and 5-6 Partnership awards.

The Teacher Quality Enhancement Grant programs are designed to increase student achievement through comprehensive approaches to improving teacher quality.

Funding levels

- Funding level for FY1999: $75 million
- Funding level for FY2000: $98 million (a $23 million increase)

Overview of current grantees

Three types of competitive grants were awarded for a total of 77 grantees in 1999:

- 24 *State Grants* to support comprehensive statewide reforms to improve teacher quality;
- 25 *Partnership Grants* to bring about fundamental change and improvement in traditional teacher education programs; and
- 28 *Teacher Recruitment Grants* to reduce shortages of qualified teachers in high-need school districts.

Number and types of partners involved in the 1999 grant cycle:

- 145 four-year institutions of higher education
- 37 two-year colleges
- 309 high-need school districts
- 55 businesses
- 90 state agencies
- 29 professional associations
- 34 partners of other types

Impact of the 1999 grants over the grant period (3-5 years):

- Partnerships Grants will improve the preparation of over 17,000 new teachers.
- Recruitment Grants will recruit and prepare about 3,000 new teachers.
- State Grants will have an impact on virtually all new teachers in these states.

Contact Information:

Web site at http://www.ed.gov/offices/OPE/heatqp/
Program director: Ed Crowe, Phone number: (202) 502-7762
Key staff person: Lou Venuto, Phone number: (202) 502-7763
Fax number: (202) 502-7699

TEACHER QUALITY ENHANCEMENT GRANTS
(HIGHER EDUCATION ACT TITLE II)
EXAMPLES

The Teacher Recruitment for Urban Schools of Tomorrow (TRUST)
Montclair State University, Montclair, New Jersey

Project Abstract:
The Montclair University Teacher Recruitment for Urban Schools of Tomorrow (TRUST) project is a postsecondary and professional development program. It consists of the following partners: Montclair State University; School of Arts and Sciences; Newark Public Schools; and Paterson Public Schools. Montclair University, in collaboration with its partners, is engaging in the following activities: recruiting, preparing and providing induction support for 25 new math and science teachers at the secondary level, and providing 15 high school math and science in-service teachers from partner school districts with a quality leadership program to improve their capacity to teach these subject areas and to mentor program participants. Additionally, TRUST includes an innovative post-bachelor's degree teacher prep program and a quality teacher leadership program that focuses on teaching for critical thinking.

Specific program goals include: increasing the number of teacher education candidates in math and science who elect to work in high-need schools; improving delivery of high school science and math through culturally responsive teaching strategies; improving induction, support and retention of new teachers; and improving student achievement as measured by standardized test scores.

Teacher Recruitment Initiative
Bank Street College of Education, New York, New York

Project Abstract:
The Bank Street College of Education, in partnership with the Stevens Institute of Technology and two of New York City's high-need local educational agencies, Community Districts 5 and 3, has created the Teacher Recruitment Initiative (TRI). The TRI recruits, trains and places 75 new teachers. These teachers are recruited from Teach for America, uncertified teachers and career changers. TRI gives these 75 teachers full scholarships, and academic support services to earn master's degrees with Bank Street.

TRI participants are trained to use technology and internet-based applications to enhance instruction in math, reading and science. The project also is restructuring Bank Street math, reading and science preparatory courses to infuse them with technology and align them with district pedagogical curriculum goals. Additionally, TRI is supporting new teachers with a web-based mentoring program that will contain advice from veteran teachers and Bank Street faculty.

Saginaw Valley State University's Partnership for Improving Teacher Quality
Saginaw Valley State University, Saginaw, Michigan

Partners: Saginaw Valley State University Board of Fellows (50 regional businesses), the Saginaw County Chamber of Commerce, the Midland Area Chamber of Commerce, the Alliance for Bay County Schools Corporation, and the Business Education Coordinating Council

Project Abstract:
Saginaw Valley State University, in partnership with the University Colleges of Education, Arts and Behavioral Sciences, as well as Science, Engineering and Technology, along with 15 regional independent school districts and 12 chartered schools, is working to revamp teacher preparation and meet the vital needs of the region. Through the use of Title II funds, the partnership is developing five major innovations in addressing these needs. These innovations include: 1) 50 new university course models and 200 K-12 subject area unit models with application materials and resources in core content areas and areas of education for use within the teacher preparation program and K-12 classrooms; 2) 25 new in-service models with application materials and resources in core subject areas for K-12 schools, especially in the areas of reading/writing, mathematics and sciences; 3) 100 workshop models per year, sustained mentoring, and support resources for new teacher development ; 4) 25 action-oriented leadership institute models for K-12 teacher-leaders and administrators; and 5) an alternative university process for certification. As a result of Title II-funded efforts, K-16 students and pre-service teachers demonstrate higher achievement on all national and state-mandated exams. Furthermore, over the five years of Title II funding, the partnership will directly affect 1,200 university pre-service teachers, 47,000 current teachers and 366,000 students in partner high-need schools in 147 school districts.

TEACHER QUALITY ENHANCEMENT GRANTS
(HIGHER EDUCATION ACT TITLE II)
PUBLICATIONS

For more information on Teacher Quality Enhancement Grants, please visit:
http://www.ed.gov/offices/OPE/heatqp/index.html

Promising Practices: New Ways to Improve Teacher Quality. U.S. Department of Education: September 1998. Internet availability: http://www.ed.gov/pubs/PromPractice/index.html

Quality Counts 2000: Who Should Teach? January 2000. Education Week in collaboration with the Pew Charitable Trusts. Internet availability: http://www.edweek.org/sreports/qc00

To Touch the Future--Transforming the Way Teachers Are Taught: An Action Agenda for College and University Presidents. September 1999. American Council on Education/Center for Policy Analysis. Internet availability: http://www.acecnet.edu/about/programs

Designing Effective Professional Development: Lessons from the Eisenhower Professional Development Program
Describes portfolios of Eisenhower activities and program operations, as well as the quality and self-reported effects of teachers' experiences in Eisenhower activities. This is the second publication from the congressionally mandated National Evaluation of the Eisenhower Professional Program that is being conducted under contract by the American Institutes for Research (AIR). Internet availability: http://www.ed.gov/teacherquality/eisenhower/

Information Kit on the Importance of Investing in Teaching
An information kit designed for educators and policymakers who want to speak out publicly about the importance of investing in teaching in America. It provides information—including charts and graphs—about the state of the nation's teaching force, coming challenges, national efforts to improve teacher quality, next steps for communities, and contact information. Internet availability: http://www.ed.gov/teacherquality/invest/

Teacher Quality Report
National Center for Education Statistics survey of 4,094 full-time public school teachers on several indicators of teacher quality such as preservice learning and teaching assignment, professional development opportunities, work environment, and teachers' feelings of preparedness. Internet availability: http://nces.ed.gov/pubs99/1999080.htm

Assessment and Teacher Quality
A National Academy of Sciences (NAS) study that examines existing assessments used for teacher licensure and recommends better ways of assessing teacher quality. The committee's work proceeds in two stages: in the first stage, the committee critically analyzes tests currently in use to license new teachers; in the second, the committee explores possible alternative methods of measuring the quality of new teachers. Internet availability:
http://www4.nas.edu/cp.nsf/Projects+_by+_PIN/BOTA-I-99-06-A?OpenDocument

PREPARING TOMORROW'S TEACHERS TO USE TECHNOLOGY PROGRAM (PT3)

In recognition of the urgent need for technology-proficient educators, the Preparing Tomorrow's Teachers to Use Technology initiative awards grants to support the transformation of teacher preparation programs into 21st-century learning environments.

This year a new competition for $48 million will fund approximately 80 Implementation grantees and 15 Catalyst grantees.

The Challenge: Preparing technology proficient educators to meet the needs of 21st-century learners has emerged as a critical challenge facing teacher preparation programs across the country. Federal, state and local agencies are investing billions of dollars to equip schools with computers and modern communications networks. Despite these investments only 20 percent of the 2.5 million teachers currently working in our public schools feel comfortable using these technologies in their classrooms. In less than a decade over two million teachers must be recruited to replace retiring teachers, to meet increasing student enrollment demands, and to achieve smaller class sizes. If our information technology investments are to pay off in improved education, these future teachers must be technology proficient educators who know how to use modern learning tools to help students meet high standards.

The Response: To address the challenge of developing technology proficient future educators, grants awarded under this initiative will support innovations developed by consortia of higher education institutions, state agencies, school districts, nonprofit organizations, and others who are joining forces to transform teacher preparation programs into 21st-century learning environments. Grants will support campus-wide program improvements that transform teacher preparation by infusing technology throughout the educational experience of all future teachers. Re-engineering teacher preparation will involve comprehensive changes in: pedagogy, curriculum and faculty development, incentives and rewards, professional assessment and credentialing, budgeting and support for a new information technology infrastructure, and the formation of new organizational partnerships that transcend the boundaries of traditional classrooms and schools.

80 New Implementation Grants to be Awarded by June 2000: Implementation grants should support a comprehensive effort to infuse technology into the teaching and learning experiences of prospective teachers. Strong and extensive curriculum redesign and faculty development using high-quality learning resources are essential features of an Implementation Grant application. Such efforts should include cross-disciplinary collaborations and strong partnerships with K-12 schools. These partnerships should place postsecondary faculty and K-12 teachers in learning activities that improve the learning technology proficiency of future educators.

15 New Catalyst Grants to be Awarded by June 2000: Catalyst grants provide three years of support to statewide, regional or national consortia with established track records and promising strategies for systemic reforms of programs that prepare tomorrow's teachers to use technology. These partnerships must be prepared to marshal their resources to stimulate and support significant reforms and innovative large-scale improvements in the preparation and certification of well-prepared, technology proficient teachers for 21st-century schools.

Application Guidelines: Application guidelines can be obtained by downloading them from the program Web site at http://www.ed.gov/teachtech or by contacting the Education Publications Center at: 1-877-4ED Pubs (1-877-433-7827) and at TDD: 1-877-576-7734; by fax at: 301-470-1244; by email at: edpubs@inet.ed.gov; and on the Web at: http://www.ed.gov/pubs/edpubs.html.

Visit the PT3 web site at: http://www.ed.gov/teachtech/ , call (202) 502-7788, or send an email to teacher_technology@ed.gov

PREPARING TOMORROW'S TEACHERS TO USE TECHNOLOGY PROGRAM(PT3)
EXAMPLES

Digital Resources Teams: Transforming Teacher Education
University of Virginia, Charlottesville, Virginia

Project Abstract:
The University of Virginia's Curry School of Education and affiliated partners are undertaking five initiatives designed to build information communities among Preparing Tomorrow's Teachers to Use Technology (PT3) grant recipients and the larger teacher education community. Linking Innovation in Arts & Sciences to Teacher Education is an initiative that links technology-based innovations in the arts and sciences to teacher education pedagogy, and prepares future teachers to employ content-specific uses of technology in their respective disciplines. The goals of the initiative include: identification of technology-based innovations in specific academic disciplines, adaptation of these innovations for restructuring of teacher education pedagogy, transfer to other teacher education programs after pilot testing, and extension to K-12 teaching practice through graduates of teacher education programs who will receive continued support into the induction year and beyond. Bridges among Professional Associations is the second initiative. It is bringing together leaders in teacher education pedagogy to consider ways of integrating technology in each area of teacher preparation.

The objective of this initiative is the establishment of information communities among PT3 grant recipients and the larger teacher education community. This is facilitated by leadership conferences that convene leaders from teacher education professional associations in core subject areas, online seminars for teacher education faculty members, an interactive online journal, and a teacher education conferencing system. A digital library links exemplary technology-based innovations in the arts and sciences to teacher education pedagogy. These resources support efforts to prepare future teachers to employ content-specific uses of technology in their respective disciplines.

National Educational Technology Standards (NETS) for Teachers: Establishing Performance-based Standards
International Society for Technology in Education (ISTE), Eugene, Oregon

Project Abstract:
The National Educational Technology Standards (NETS) for Teachers: Establishing Performance-based Standards and Assessments for Improving Technology Competence in Preservice Education Project describes what all teachers should know about and be able to do with technology to improve student learning. The project focuses specifically on performance-based standards and related assessments for improving preservice preparation of teachers entering the teaching workforce. The project also identifies successful models for implementation of the standards and assessments and facilitates adoption of the standards through accreditation, certification, and additional recognition programs for preservice educators.

From Shared Vision to Shared Practice: Enabling Tomorrow's Teachers (Project Shared Visions)
University of New Mexico College of Education, Albuquerque, New Mexico

Project Abstract:
The UNM College of Education and its partners are conducting this project to strengthen preservice teacher preparation during their university and field experiences. The school is increasing faculty competence in using and modeling technology in teaching; using Master Technology Teachers to mentor candidates; and provide increased experience with technology through mentoring and application in the college's Technology and Education Center in collaboration with the college's Center for Teacher Education. The outcomes will be a teacher preparation curriculum enriched with the integration of technology in both content and pedagogy; improved articulation between the university setting and field-placement classrooms; increased information technology proficiency among preservice teachers and methods and content area faculty; increased access to and sharing of field-based best practices in technology integration in critical areas such as multicultural education, science, and the teaching of special populations; new research documenting comprehensive systemic reform of the major elements of the extended teacher preparation process; and the capability to research and assess cutting-edge trends in higher education, business, industry, and government; and proactively include such innovations in the development of novice and inservice teachers.

PREPARING TOMORROW'S TEACHERS TO USE TECHNOLOGY PROGRAM (PT3)
PUBLICATIONS

For more information on Preparing Tomorrow's Teachers to Use Technology, please visit:
http://www.ed.gov/teachtech/resources.html

To Touch the Future: Transforming the Way Teachers Are Taught
American Council on Education. Internet availability:
http://www.acenet.edu/about/programs/programs&analysis/policy&analysis/teacher-ed-report/home.html

Preparing Teachers for the 21st Century
National Council for Accreditation of Teacher Education. Internet availability:
http:www.ncate.org/projects/tech/TECH.HTM

The Use of Technology by Schools, Colleges and Departments of Education
American Association of Colleges for Teacher Education. Internet availability:
http://www.aacte.org/techsum.html

What Matters Most: Teaching for America's Future
National Commission on Teaching and America's Future. Internet availability:
http://www.tc.columbia.edu/~teachcomm/

National Technology Plan
U.S. Department of Education. Internet availability:
http://www.ed.gov/Technology/Plan/

Teachers and Technology: Making the Connection
Office of Technology Assessment. Internet availability:
http://www.wws.princeton.edu/~ota/disk1/1995/9541.html

BILINGUAL PROFESSIONAL DEVELOPMENT PROGRAM

The Bilingual Professional Development Program consists of three competitive grant programs to meet the need for fully certified bilingual and ESL teachers and other educational personnel, and to help ensure the availability of well-prepared personnel to provide services to limited English proficient students.

This year three new competitions for $25 million will fund approximately 125 new grantees.

- **Teachers and Personnel:** Inservice and preservice training for teachers and other educational personnel preparing to serve limited English proficient students;
- **Career Ladder:** Training for non-certified school staff, especially paraprofessionals, preparing for careers as bilingual teachers;
- **Training for All Teachers:** Ongoing professional development for regular classroom teachers. Professional development designed to ensure *all* teachers are prepared to effectively serve limited English proficient students.

Grantees: Local educational agencies, institutions of higher education, nonprofit organizations, state educational agencies

Examples of activities funded in 1999:

- Intensive professional development for veteran teachers that emphasizes academic content, involves active learning and encourages teachers from the same grade levels, departments, and schools to work in teams;
- Development and implementation of formal induction programs for new teachers that include activities such as mentoring, team teaching with experienced teachers, and observation of and consultation with experienced teachers;
- Improvement of preservice teacher preparation programs in institutions of higher education, including professional development for higher education faculty.

Indications of Need

- 80 percent of school districts in the nation report difficulty in finding bilingual teachers.
- Only 30 percent of teachers of limited English proficient students have received any formal training in bilingual education or English as a Second Language.
- 20 percent of teachers feel well prepared to address the needs of limited English proficient students in their classes.
- Nine states experienced increases of 50 percent or more in the number of limited English proficient students from 1993-1996.

Emphasis for technical assistance:

- Improving documentation of program effectiveness.
- Linking ongoing professional development to improved student achievement.
- Follow-up and assessment of program graduates.

For more information, contact Cindy Ryan at (202) 205-8842, or visit the Web site at http://www.ed.gov/offices/OBEMLA/fy2000.html.

BILINGUAL PROFESSIONAL DEVELOPMENT PROGRAM
EXAMPLES

The University of Southern California, Los Angeles, California

Project Abstract:
The University of Southern California, Dominguez Hills and California State University at Los Angeles, Loyola Marymount University, Los Angeles Unified School District and other area school districts, and includes representatives of the local unions representing teachers and paraeducators, respectively. South Central Los Angeles has the highest concentration of limited English proficient students in the nation. In response to an increasing shortage of teachers prepared to teach limited English proficient students, the project taps into the area's paraprofessional workforce as a recruitment source for bilingual teachers by creating a career track for Latino bilingual paraeducators in South Central Los Angeles and beyond. The project builds social and team-building skills by organizing participant cohorts to encourage participants to work and learn together. In addition, project-sponsored family gatherings provide necessary support for participants--many of whom are the first in their families to attend college. Academic support workshops assist participants in preparing benchmark tests and with individualized tutoring needs. Participant progress is regularly monitored and students still in community college are carefully advised to be sure they progress and take appropriate courses for transfer to the university. Finally the project creates a network of professional support and professional modeling through the use of teacher mentors. Participants, mentors and often the participants' school principals meet regularly for professional development meetings, conferences or seminars, in which participants are encouraged to make presentations, and network with other professionals.

International High School, New York City Public Schools, New York

Project Abstract:
The International High School is a multicultural alternative educational environment for recent arrivals, serving students with varying degrees of limited English proficiency. A collaborative project between the New York City Board of Education and La Guardia Community College, this school offers a high school/college curriculum combining substantive study of all subject matter with intensive study and reinforcement of English. The school's mission is to enable each of the students to develop the linguistic, cognitive, and cultural skills necessary for success in high school, college and beyond.

The school's comprehensive professional development plan focuses on shared leadership, diversity of philosophy and teaching styles, and consensus. Half of the school's discretionary budget,is allocated to professional development. The curriculum and assessment committee, which includes student representatives and teachers from every instructional team, leads the development of assessment standards, organizes teacher meetings to test the rubrics on actual student work, supports team efforts to revise curricula to ensure that every student has adequate learning opportunities to put together a satisfactory senior portfolio, and prepares guides for faculty mentoring seniors and chairing graduation portfolio panels.

International High School assesses students using multiple objective measures, judging itself in relation to previous years, as well as compared to other students in the district. Dropout rates are well below those for New York City (1.7 percent compared to 16.4 percent). Between 92 and 95 percent of the school's limited English proficient students apply and are accepted to college. Two-thirds attend four-year colleges, and one-third attend two-year colleges.

United Program for Bilingual Educators as Teachers and Trainers Project (UpBEATT): Sam Houston State University, Huntsville, Texas

Project Abstract:
Project UpBEATT, a five-year collaborative effort between Sam Houston State University in Huntsville, Texas, and three independent school districts (Aldine, Cypress Fairbanks, and Conroe) in the Houston and Conroe, Texas, areas, trains (1) preservice teachers to become elementary bilingual education teachers and (2) inservice teachers to become trainers in the areas of curriculum, administration, technology, reading, or special education. This teacher training program blends academic coursework, field-based experience and professional development opportunities to deliver a quality training program, while in pursuit of a bachelor's or master's degree, as a means to integrate pedagogy and theory with authentic experience and practices used in our public schools to educate limited English proficient students. Participants are either preservice or inservice teachers interested in collaborating with a field-based teacher training program. Project UpBEATT's design intertwines three theoretically based components; academic coursework, field-based experiences, and professional development to build capacity within the critical shortage teaching area, bilingual education.

BILINGUAL PROFESSIONAL DEVELOPMENT PROGRAM
PUBLICATIONS

For more information on the Bilingual Professional Development Program, please visit:
http://www.ed.gov/offices/OBEMLA/fy2000.html

or

http://www.ncbe.gwu.edu/library/profdev.htm

Model Strategies in Bilingual Education: Professional Development
Internet availability: http://www.ed.gov/pubs/ModStrat/

Training, Development, and Improvement (TDI): A New Approach for Reforming Bilingual Teacher Education
Internet availability: http://www.ncbe.gwu.edu/miscpubs/jeilms/vol14/baca.htm

GEAR UP FOR COLLEGE PROGRAM

GEAR UP for College provides multi-year competitive grants to states and to local partnerships between colleges, low-income middle schools and high schools, and at least two other organizations, such as businesses, community-based religious or parent organizations, and student groups.

This year a new competition for $47 million will fund approximately 6 state grants and 72 Partnership grants.

In August, President Clinton announced $120 million in GEAR UP grants to 21 states and 164 partnerships of colleges and middle schools across the country.

- These grants will serve more than 200,000 disadvantaged children, encouraging them to have high expectations, stay in school, study hard, and take the right courses to go to college.
- 40 states and Puerto Rico, Guam and Micronesia received either a state or Partnership grant.
- The 1999 grants will fund partnerships involving more than 1,000 organizations, such as the YMCA, Boys and Girls Clubs, Salvation Army, libraries, arts organizations, local chambers of commerce, and individual companies such as Wal-Mart, Unisys, Hewlett-Packard, Bell Atlantic, and the New York Times Newspaper in Education Program.
- Interest in the first year of GEAR UP far exceeded available funding. The first grant applications for GEAR UP were extraordinary in number: 678 Partnership and state grant applications, covering all 50 states, more than 4,500 organizations, and one out of five colleges in the nation. Only one out of four Partnership applications could be funded with the current funding, and only half of the state applications.

GEAR UP differs from, but complements, existing federal programs in several significant ways.

- GEAR UP Partnerships start earlier -- no later than the 7th grade -- to ensure that more students reach high school having taken algebra and other courses needed for college, and follows students through high school.
- GEAR UP works with entire grades of students to transform their schools and school feeder systems. The key services driving these changes include mentoring, tutoring, counseling, strengthening the school curriculum, professional development for teachers and staff, involving parents, and supporting other activities such as after-school programs, summer academic and enrichment programs, and college visits.
- GEAR UP leverages local resources by encouraging all colleges to partner with low-income middle schools and leverages non-federal resources with a one-for-one match requirement. This year alone one in five colleges responded to the challenge.
- GEAR UP can provide college scholarships and provides information to students and parents about college options and financial aid, including providing students with 21st Century Scholar Certificates -- an early notification of their eligibility for financial aid.
- GEAR UP grants bolster state efforts to support early college preparation programs and scholarships.

Gear Up is based on proven models of success, both large and small. Existing programs, such as I Have a Dream and Project GRAD, demonstrate the success of incorporating the concepts of partnerships, school reform and scholarships into early intervention. These programs have helped significantly improve low-income student test scores, and high school graduation and college enrollment rates. To bring best practices into GEAR UP, the Ford Foundation will provide grant winners with technical assistance on implementation issues and in cultivating strong, successful partnerships.

For more information about GEAR UP, visit the GEAR UP Web site (http://www.ed.gov/gearup/) **or call at (202) 502-7676.**

GEAR UP FOR COLLEGE PROGRAM
EXAMPLES

Boston Public Schools, Boston, Massachusetts

Partners: Boston Public Schools, Harvard, Boston University, University of Massachusetts, Boston, Northeastern University, Suffolk University, Curry College, Lesley College, Simmons College, Bunker Hill College, Roxbury College, Urban College of Boston, Action for Boston Community Development, Boston Private Industry Council, Boston Housing Authority, Center for Community Health and Education Research and Service, and Boston Higher Education Partnership.

Project Abstract:
This comprehensive partnership serves a public housing cohort of 150 seventh-grade students and a grade-level cohort of 1,484 students from six different middle schools. In the project's second year, an additional cohort of 1,563 students will be added to the GEAR UP beneficiaries. The goal of the partnership is to "adopt" entire seventh grades and prepare them to attend college. All schools offer a full range of GEAR UP support services including tutoring, mentoring, and college awareness for students; professional development for teachers; and outreach on postsecondary school programs and financial aid options to parents. Direct GEAR UP services include "student motivational counseling," and each GEAR UP middle school has its own on-site coordinator to arrange provisions such as tutoring, advice on college preparatory courses, social and health services, summer jobs, campus tours, and other programs. The professional development component complements and becomes an integral part of ongoing training programs to improve math and literacy skills.

Fairmont College, Fairmont, West Virginia

Partners: West Virginia University, West Virginia State GEAR UP Partner/Marshall University, West Virginia Center for Professional Development, West Virginia North Central RESA VII, West Virginia North Central Tech Prep Consortium, West Virginia North Central Science and Math Consortia, West Virginia State Department of Education Office of Technology and Information Systems, Center for the Arts and Sciences of West Virginia, West Virginia High Technology Consortium Foundation, Kids Count Foundation of West Virginia, West Virginia Financial Aid Administrators Association, West Virginia NASA Ames IV & V Facility, On-the-Edge, Time Warner Cable, Times West Virginian, and the FBI.

Project Abstract:
This is a unique partnership involving institutions of higher education, middle schools and high schools, and the Federal Bureau of Investigation, and Time Warner Cable. Fairmont College grant will provide, over five years, 41,718 of West Virginia's at-risk youth the opportunity and incentive to aspire to higher education. Activities included are after-school and weekend programs, tutoring, mentoring, college pen-pal programs, counseling, college fairs and tours, financial aid workshops, computer projects, motivational activities, contests, summer enrichment programs, field trips, leadership and learning style training, and comprehensive teacher training activities. A large percentage of parent involvement is planned as well as strong volunteer program development. The goals of this project are to increase college-going rates and student self-esteem, and improve academic skills and the school environments.

Houston Independent School District (Project GRAD-HOUSTON), Houston, Texas

Partners: Communities in Schools Houston Inc; The Houston Annenberg Challenge; Houston Community College-Central; Houston Independent School District; Project GRAD; Rice University; Texas Education Agency; Texas Southern University; University of Houston-Central; and the University of Houston-Downtown

Project Abstract
Project GRAD (Graduation Really Achieves Dreams) in Houston, Texas, is a school-community collaboration established in 1993 to improve instructional quality and the school environment for Houston's at-risk, inner-city children. Serving 24 schools and over 17,000 Hispanic and African American students, Project GRAD is an extensive partnership of schools, businesses, community-based organizations, and foundations. Some 90 percent of funds come from the private sector and individuals. Project GRAD combines research-based curricular reform in math, reading, and language arts with comprehensive services, including tutoring, mentoring, and counseling, for children from kindergarten through high school. The project includes networks of schools, elementary through high school, to develop a consistent emphasis on high standards for all students. The long-term goal is to reform K-12 education so that every student is insulated from academic failure, graduates from high school and goes to college. To further promote college attendance, Project GRAD promises all ninth-grade students a $1,000 per year college scholarship if they meet basic academic criteria. The rates of high school graduation and college enrollment have quadrupled in participating Houston schools in the past several years, and students' test scores have improved dramatically.

BEST COPY AVAILABLE

GEAR UP FOR COLLEGE PROGRAM
PUBLICATIONS

For additional information on Gear Up for College, please visit:
http://www.ed.gov/gearup/resource.html

Yes, You Can: A Guide for Establishing Mentoring Programs to Prepare Youth for College. This extensive new guide, published by the Department of Education in October of 1998, provides a number of models, resources, and suggestions for planning mentoring programs. Internet availability: http://www.ed.gov/pubs/YesYouCan/

Think College Early. The Think College Early Web site provides information on educational opportunities beyond high school, focusing specifically on students in middle school, their parents, and teachers. The site includes information about financial aid for college, the core academic courses needed for college, career awareness, and other resources. Internet availability: http://www.ed.gov/offices/OPE/thinkcollege/early/

Partnership for Family Involvement in Education. The Partnership was started in September 1994 by Secretary of Education Richard W. Riley, in an effort to join together employers, educators, families, religious groups, and community organizations to improve schools and raise student achievement. This Web site contains: links to publications to help develop effective projects and partnerships; a listing of thousands of organizations that are currently members of the Partnership, representing every state in the country; and suggestions to help build partnerships. The Web site also allows organizations to connect with other groups to share and learn from one another. Internet availability: http://pfie.ed.gov/

Expanding Federal Work-Study and Community Service Opportunities, An FWS Resource Guide from the U.S. Department of Education, May 1997. Internet availability: http://www.ed.gov/offices/OPE/pubs/WorkStudy/

THE LEARNING ANYTIME ANYWHERE PARTNERSHIPS (LAAP)

The Learning Anytime Anywhere Partnership supports postsecondary partnerships among colleges, businesses, and other organizations to promote technology-mediated distance education that is not limited by time or place. LAAP hopes to improve access to quality lifelong learning, and to promote coordination and resource sharing among distance education providers.

This year a new competition for $4.3 million will fund approximately 10-12 new partnership grants.

In its first year, Learning Anytime Anywhere Partnerships made 29 awards. These grants:

- Take place in 40 states, the District of Columbia, and Puerto Rico.
- Include 275 partner organizations, of which 59 (21 percent) are corporations, showing the strong industry partnership of Learning Anytime Anywhere Partnerships awards.
- Generate $60,343,680 in cost sharing, almost doubling the $35,004,306 requested in federal funds.
- Have a broad reach, with 41 percent of national scope, 21 percent of regional scope, and the rest primarily statewide.

Lead partners are required to be not-for-profit organizations, and include universities, colleges, associations, foundations, and others. Other partners come from the whole spectrum of academia, industry, and nonprofits, as shown in the percentage of proposals with these other partners:

• Two-year colleges	41%	• Hardware/software companies	35%
• Four-year colleges	52%	• Publishers	24%
• Research universities	7%	• Telecommunications/ Internet Companies	17%
• Professional colleges	3%		
• Proprietary colleges	3%	• Training companies	7%
• Professional associations	21%	• Other businesses	35%
• Nonprofit foundations	10%	• State or school systems	10%
• Community organizations	3%		

Learning Anytime Anywhere Partnerships projects focus on key populations:

- 69 percent focus on groups specifically identified by Learning Anytime Anywhere Partnerships legislation: individuals needing basic and technical skills, individuals with disabilities, dislocated workers, welfare-to-work participants, and others not served by traditional institutions.
- 86 percent focus on workforce-related populations, such as adult learners, apprentices, and unemployed/displaced/welfare to work individuals.

For more information, contact Brian Lekander at (202)502-7520, Karen Levitan at (202)502-7520, or Joan Krejci at (202)502-7518, or e-mail LAAP@ed.gov, or visit the Web site at http://www.ed.gov/offices/OPE/FIPSE/LAAP.

THE LEARNING ANYTIME ANYWHERE PARTNERSHIPS
EXAMPLES

Southern Regional Education Board (SREB), Atlanta, Georgia

Partners: Eighteen additional partners, including Florida Gulf Coast University, the University of North Carolina, the Florida Community College Distance Learning Consortium, and the Higher Education Boards, Departments, or Commissions of Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia

Project Abstract:
Establishing the SREB Distance Learning Policy Laboratory: The proposed policy laboratory identifies, reviews, discusses and recommends policy for distance education in sixteen states in the southern region, and facilitates the implementation of such policies through legislation and voluntary agreements. Issues being addressed include in-state and out-of-state tuition charges for distance learners, financial aid, allocation of state funding, academic calendar, accreditation, quality assurance and consumer protection, faculty productivity indicators, credit transfer, online student services, security and student authentication, and relationships between public and independent providers of distance education. An important feature of the project is a research component to document current practice in the region regarding distance education. The goal is to modify these practices in order to form a common "free-trade zone" policy for distance learning delivery by public and independent colleges and universities in the member states.

College of the Mainland, Texas City, Texas

Partners: Gulf Coast Process Technology Alliance (a consortium of 30 Gulf Coast petrochemical companies, 20 community colleges and universities in Texas, Louisiana, and Michigan, plus professional organizations, government agencies and training companies)

Project Abstract:
Educating the Incumbent Process Technician Workforce Through Distance Learning: Using such innovative techniques as virtual reality technology, an eight course-core curriculum is being offered to incumbent workers in the petrochemical and related industries, enabling them to refresh their skills, learn new technologies, or earn a two-year Associate of Applied Science degree, all entirely online. Courses and degrees are being offered through the College of the Mainland and other community colleges in the Gulf Coast Process Technology Alliance. The virtual reality component is a partial solution to the problem of hands-on practical instruction at a distance, and is especially suitable for teaching safety techniques without endangering the learner. The Fund for Improvement of Postsecondary Education (FIPSE) provides partial funding for the project, which is also receiving support from the National Science Foundation and Perkins funds.

Utah State University, The Center for Persons with Disabilities, Logan, Utah

Partners: Public Broadcasting System (PBS) Adult Learning Service (Virginia), The American Association for Higher Education (AAHE), The Teaching, Learning and Technology (TLT) Affiliate (Washington, DC), Western Governors University (Colorado), MadDuck Technologies (Virginia)

Project Abstract:
Accessibility to Learning Environments: Learning Anytime, Anywhere, for Anyone: This project serves individuals with disabilities by significantly improving their access to postsecondary online learning opportunities. Four approaches are being used to tackle the pervasive problem of Web sites and courseware that have not been designed for the needs of persons with disabilities: a) a national dissemination effort to inform and assist postsecondary institutions to identify web accessibility problems; b) a model of training and technical assistance for postsecondary web developers is being developed, followed by three sequenced, live training events broadcast to 150 postsecondary sites; c) a course development tool supporting web accessibility at postsecondary institutions is being developed; and d) a document to guide institutional coordination of accessibility standards is being disseminated to at least 1,000 postsecondary institutions. Consumers with disabilities play a key role in developing and evaluating project materials.

THE LEARNING ANYTIME ANYWHERE PARTNERSHIPS (LAAP)
PUBLICATIONS

For more information on the Learning Anytime Anywhere Partnerships, please visit the Fund for Improvement of Postsecondary Education (FIPSE) Web site:
http://www.ed.gov/offices/OPE/FIPSE/books.html

Fund For Improvement of Postsecondary Education Publications
Program Books
1998 Program Book (Includes descriptions of all Fund for Improvement of Post-Secondary Education -funded projects which began in the years 1996-1998). Internet availability:
http://www.ed.gov/offices/OPE/FIPSE/98ProgBk/

1997 Program Book (Includes descriptions of all Fund for Improvement of Post-Secondary Education -funded projects which began in the years 1995-1997). Internet availability:
http://www.ed.gov/offices/OPE/FIPSE/97ProgBk/

1996 Program Book (Includes descriptions of all Fund for Improvement of Post-Secondary Education -funded projects which began in the years 1994-1996). Internet availability:
http://www.ed.gov/offices/OPE/FIPSE/96ProgBk/

1995 Program Book (Includes descriptions of all Fund for Improvement of Post-Secondary Education -funded projects which began in the years 1993-1995). Internet availability:
http://www.ed.gov/offices/OPE/FIPSE/95ProgBk/

Lessons Learned From Fund for Improvement of Postsecondary Education Projects.
These volumes, written in collaboration with directors of College and University Reform Projects, tell what worked, what didn't, and why.
Volume 1, October 1990. Internet availability:
http://www.ed.gov/offices/OPE/FIPSE/LessonsI/

Volume 2, September 1993. Internet availability:
http://www.ed.gov/offices/OPE/FIPSE/LessonsII/

Volume 3, August 1996. Internet availability:
http://www.ed.gov/offices/OPE/FIPSE/LessonsIII/

NEW AMERICAN HIGH SCHOOLS

The Department recognizes outstanding high schools that are committed to high standards for all students and have achieved excellent results. The initiative showcases schools throughout the country that represent a broad range: comprehensive, magnet, redesigned vocational-technical schools, theme, and pilot schools as well as alternative schools serving the needs of at-risk youth. As part of the initiative, the Department provides information and technical assistance, conducts research and evaluations, and promotes standards-based reform efforts.

In 2000, $1.4 million will be used to identify and support up to 100 new showcase sites.

New American High Schools differ from traditional high schools in many ways:

- **High Standards.** They have established clear standards and high expectations for all students.
- **Small and Safe Environments.** They are creating small, safe learning environments where students feel connected to the school and are known well and supported by caring adults.
- **Teachers Working Together.** They have well-prepared teachers and provide time for teachers to plan and work together.
- **Strong Principal Leadership.** They have principals who provide strong, effective leadership, and who work collaboratively with teachers on school improvement.
- **A Focus on Student Learning.** They focus on learning rather than accumulating credits, offer internships and community service learning opportunities, and provide extra help to students to help them meet high standards.
- **Technology to Enhance Achievement.** They use technology to expand access to information, enhance instruction, manage schedules and analyze student progress.
- **Results Oriented.** They use a wide variety of student assessment and data evaluation to ensure that students have mastered their subjects.
- **Strong Partnerships.** They cultivate strong partnerships with parents, middle schools, postsecondary institutions, community leaders, and employers.

How can your school become a New American High School?

Schools compete to become New American High Schools. Schools must supply compelling evidence indicating that they have undertaken standards-based, locally driven reform efforts that have had a positive effect on key indicators of school improvement and student success. Schools must provide documentation showing increases in student achievement, increases in student enrollment at postsecondary institutions, increases in student attendance, and reductions in student dropout rates.

What are the benefits of becoming a New American High School?

Schools that receive New American High Schools recognition receive immediate benefits. Schools, their districts, and communities gain public recognition of their success. The 1999 award recipients were recognized at the White House by Secretary Riley. Each school receives a small stipend to cover the cost of outreach and information-sharing activities, including participating in a network with other New American High Schools. Schools have access to a wide variety of technical assistance from the Department, including assistance on ways to improve their accountability systems and use data for continuously improving school performance. New American High Schools also inform policy and practice at the federal and state levels.

For more information call Gail Schwartz at (202) 205-5445, or visit the Web site at http://www.ed.gov/offices/OVAE/nahs.

NEW AMERICAN HIGH SCHOOLS
EXAMPLES

Brooklyn Technical High School, Brooklyn, New York

Project Abstract:
Brooklyn Tech was instituted by a New York State legislative mandate and is open to all students of the City of New York by competitive examination. Expectations for high academic achievement are reflected in the rigorous curriculum of this science and technology magnet. All students take courses in all academic areas mandated by the New York State Board of Regents, including: four years of English, four years of social studies, three years of mathematics, three years of science and three years of foreign language. Building on a "house" guidance system used in the first two years, students select one of fifteen career majors for their junior and senior year experience. This system allows students with common interests to work together and establishes, within a school of 4,000 students, a smaller, more personalized learning environment. As a result of its continuous pursuit of excellence, Brooklyn Tech was named a "1999 U.S. News and World Report Outstanding American High School."

Adlai Stevenson High School, Lincolnshire, Illinois

Project Abstract:
The curriculum at suburban Adlai Stevenson High School is a model of challenge and relevance for the 3,300 + students enrolled. *Newsweek* (1998) rated Stevenson among the top 20 high schools in the United States on efforts to give as many students as possible the opportunity to do the most advanced work. The payoff at Stevenson is remarkable: more than 90 percent of 1997 graduates exceed Illinois state math and science course requirements; the College Board (1997) ranked Stevenson first in the Midwest and among the top 10 schools in the world in the Advanced Placement program for producing more AP scholars than any school in the **world**; and more than 95 percent of 1996 graduates enrolled in postsecondary education.

Michael E. DeBakey High School for Health Professions, Houston, Texas

Project Abstract:
The Michael E. DeBakey High School for Health Professions, located approximately one mile from the world renowned Texas Medical Center, is recognized as one of the finest public high schools in Texas. The school was established in 1972 as a partnership between the Houston Independent School District and Baylor College of Medicine to address a critical shortage of health-care providers in Houston. Today this urban school, which recruits students from across the city, has gone beyond that original mission to become a state model of pre-professional college prep in a public high school. It prepares the most diverse student body in Texas for programs leading to potential careers in medicine, nursing, and allied health, as well as engineering, communications and finance.

Sussex Technical High School, Georgetown, Delaware

Project Abstract:
Rural Sussex Tech is one of the nation's best success stories about how a school transformed itself from an area vocational school to a school-of-choice that competes successfully for student enrollment with public and private schools. Sussex has been restructured to promote both high standards and the integration of academic and vocational education. The high school reorganized its occupational program into four clusters, each with a challenging program of study that includes academic and technical courses. The programs of study include advanced math and science courses in each occupational area. Sussex has eliminated all remedial and general track courses and study halls.

NEW AMERICAN HIGH SCHOOLS
PUBLICATIONS

For more information on New American High Schools, please visit:
http://www.ed.gov/offices/OVAE/nahs/

Applications
Internet availability:
http://www.ed.gov/offices/OVAE/nahs/nahshow.html

Key High School Reform Strategies. A review of the literature in the education field to assess the evidence in published research that the key reform strategies being used in the ten New American High Schools have been found to be effective in improving student-level outcomes. Internet availability: http://www.ed.gov/PDFDocs/finalrpt.pdf

Seeing the Future: A Planning Guide for High Schools offers a step-by-step planning process for new and restructuring high schools. Created by and for teachers, administrators, and community partner. Internet availability: http://www.handsandminds.org/Future.html

The NUHS Practitioner's Guide presents case studies of innovative schools and offers hands-on materials for integrated, project-based learning in the school, workplace, and community. Internet availability: http://www.handsandminds.org/PGuide.html

2000 NEW INITIATIVES AND FUNDING OPPORTUNITIES

SMALLER LEARNING COMMUNITIES INITIATIVE

The FY2000 appropriations include $45 million for a Smaller Learning Communities Initiative authorized under section 10105 of the Elementary and Secondary Education Act. This initiative will fund competitive grants to local educational agencies to plan, develop and implement smaller learning communities for students in large high schools using strategies such as creating schools within schools and career academies, restructuring the school day, instituting personal adult advocates, developing teacher advisory systems and implementing other innovations designed to create a more personalized high school experience for students, improve student achievement, and reduce violence.

This year new funds will support approximately 75-100 new grantees.

- Approximately 70 percent of American high school students attend schools enrolling more than 1,000 students; nearly 50 percent of high school students attend schools enrolling more than 1,500 students.
- Gradually over the last decade, the education community has embraced the concept of small learning environments as a condition for boosting student achievement.
- Studies have confirmed that students learn more in high schools with enrollments of about 600 students. Further, enrollment size has a stronger effect on learning in schools with large concentrations of poor and minority children.
- The research ultimately confirms what parents intuitively believe: that smaller schools are safer and more productive because students feel less alienated, more nurtured and more connected to caring adults, and teachers feel that they have more opportunity to get to know and support their students.

How can the funds be used?

- Funds to create smaller schools could be used for planning and implementation costs, including costs to reorganize schools, train teachers, renovate facilities, and provide extended learning time and support services for students. An application package will be available in spring 2000.

What are the award ranges and performance periods?

- Applicants may apply for planning or implementation grants under the program. Planning grants will be funded for one year and implementation grants will be funded for up to three years. The Department anticipates awarding one-year planning grants in the amount of $25-50,000 and three-year implementation grants totaling $250-500,000 per project.

Is my school eligible?

- In general, the program targets districts with schools enrolling 1,000 or more students. However, districts may apply to fund district-wide strategies. Examples include: development of ninth-grade academies, teacher advisory systems or adult mentoring programs.

For more information, contact Todd May at (202) 260-0960 or Jeff Wilde at (202) 260-1475

ELEMENTARY SCHOOL COUNSELING DEMONSTRATION PROGRAM

This initiative provides $20 million to establish or expand counseling programs in elementary schools. Grants will be given to applicants that demonstrate the greatest need for counseling services in the schools served, propose the most innovative and promising approaches, and show the greatest potential for replication and dissemination. The grants may be for up to three years and may not exceed $400,000 per year.

This year new funds for $20 million will support approximately 80 new grantees.

For more information, contact Loretta Riggans at 260-2661, Loretta_Riggans@ed.gov or visit the Safe and Drug-Free Schools Web site at http://www.ed.gov/offices/OESE/SDFS.

SAFE AND DRUG-FREE SCHOOLS -- ALTERNATIVE EDUCATION PROGRAMS FOR SUSPENDED AND EXPELLED YOUTH

Funds will be awarded for innovative strategies to reduce or prevent student suspensions and expulsions and to continue the educational progress of students who have been suspended and expelled. This program will help school districts identify effective procedures, policies, and programs that serve to discipline students without suspending or expelling them. The program will also require school districts to develop and implement strategies for continuing to provide educational services to those students who are eventually suspended or expelled. Applications will be available in March 2000.

This year new funds for $10 million will support approximately 20 new grantees.

For more information regarding this program contact Ann Weinheimer at 708-5939, Ann_Weinheimer@ed.gov or visit the SDFS Web site at http://www.ed.gov/offices/OESE/SDFS.

AMERICAN INDIAN TEACHER CORPS PROFESSIONAL DEVELOPMENT GRANTS

The American Indian Teacher Corps initiative combines several program elements in a manner that will effectively train 1,000 new teachers to work in schools with high concentrations of Indian students. The program supports institutions of higher education, including Indian institutions of higher education, and consortia of institutions of higher education with local educational agencies, state educational agencies or Indian tribes, to provide programs for pre-service and in-service training of teachers. The pre-service training component may provide tuition and living expenses for students seeking bachelor's degrees in education, while the component for in-service training may provide instruction to teachers who are already working in Indian schools teaching reading and mathematics to linguistically diverse populations.

This year the $10 million will target an initial cohort of 500 new teachers through awards to approximately 20 new grantees.

For more information regarding this program contact Cathie Martin at (202) 260-1683, or e-mail Cathie_Martin@ed.gov or visit the Office of Indian Education Web site at http://www.ed.gov/offices/OESE/indian.html.

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